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ABSTRACT

This planning report describes social, demographic, and economic trends that have implications for Washington's community colleges and sets forth goals for responding to the educational needs of students and the state. Following a summary of college goals, anticipated program changes, enrollment projections, and needs in student services, the introduction describes the planning process undertaken by the community college system and its results. The next section describes the environment in which the community colleges function, focusing on changes in economic and employment structures, the labor force, technology, population demographics, family structures, and public attitudes regarding equal educational opportunity, the social welfare system, the quality and effectiveness of education, and literacy. The implications of these trends for the colleges are also discussed. The next section states the mission and goals of the community colleges with respect to transfer education, changing workforce needs, literacy education, educational quality, and college opportunities. After identifying goals and anticipating changes related to enrollment, programs, and budget, the report offers summary planning statements for each of the 27 colleges in the state system, focusing on environmental influences, educational needs, and priorities. Appendixes provide enrollment data, population statistics, an analysis of socioeconomic changes affecting community colleges, and a study of geographic areas with above-average college participation rates. (AJL)

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WASHINGTON COMMUNITY COLLEGE PROGRAM AND ENROLLMENT PLAN

1989 to 2000

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

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WASHINGTON COMMUNITY COLLEGE PROGRAM AND ENROLLMENT PLAN

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STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

Management Summary

The Plan

The Washington Community College Program and Enrollment Plan describes social, demographic, and economic trends that have implications for community colleges and sets forth the related goals for responding to the educational needs of students and the state.

Sources

Information on the trends and needs came from three primary sources: (1) A November, 1987, special meeting of the State Board for Community College Education during which leaders from business, labor, higher education, and state government discussed their expectations for community colleges; (2) plans prepared by each of the 27 community colleges; and (3) information available from state sources including the Office of Financial Management, Employment Security, and the community college information system.

Goals

There was a high degree of similarity among the individual college priorities; consequently, the plan's systemwide goals reflect those priorities to a high degree.

In all, the plan sets forth five goals and 34 objectives. The five goals are:

- To meet the increased demand for transfer education;
- To respond to changing workforce needs;
- To meet the need for literacy education;
- To meet public expectations for effective higher education; and
- To ensure college opportunities for the people of Washington.

Achieving these goals will require: Program changes, increased enrollment levels, and improved support services.

Program Changes

The anticipated program changes will affect all three instructional areas: Vocational, academic, and basic skills.

Vocational

In the vocational area, the types of programs will change in response to Washington's changing economic and employment structure. During the past eight years, 212 new entry-level vocational programs have been started and 169 obsolete programs have been dropped. It is also anticipated that the content of vocational programs will continue to change with increased requirements in academic subjects, especially English and math. Finally, in the vocational area, increased demand for short-term vocational programs is expected as the state's new Family Independence Program (FIP) is phased in.

Academic

In the academic area, the emphasis will be on: (1) Accommodating the increase in the number of students whose goal is a baccalaureate degree; (2) accommodating vocational students who must take more academic courses; (3) responding to increasing demand for Asian language and culture courses as trade and investment expands with the Far East; and (4) accommodating more students who want to complete degree requirements in the evening.

Basic Skills

The basic skills area will be impacted by community college plans to increase service to immigrants, minorities, FIP participants, and dislocated workers, many of whom are likely to need English-as-a-Second-Language or basic skills

courses. Public attention on the adult illiteracy problem is also causing people to seek literacy training. Finally, increased efforts to test the skill levels of incoming students will cause more students to enroll in remedial courses prior to enrolling in college-level courses.

Enrollment

The impact of the plan on enrollment levels is estimated to be 5,731 additional full-time equivalent students during the next biennium for the system. The increase can be attributed to three factors--population growth, the need to better serve high demand geographic areas, and an increase in service to five groups of students identified by the planning process. These five groups are: (1) The increasing number of high school students choosing to go to community colleges; (2) immigrants seeking to fulfill the educational requirements of the Immigration Reform Act; (3) minority students; (4) FIP participants, and (5) a workforce that must be able to deal with technological change.

Improved Support Services

The planning process identified a number of areas requiring improvements in per/student support levels. Examples include maintaining up-to-date equipment, providing adequate child care, special services for immigrants, minorities and women and stronger basic skills programs, to name a few. The cost increases associated with needed improvements in support will be described in the community college system 1989-91 biennial budget request.

Introduction: Process and Results

Process

Washington's community colleges approached planning for the next decade by examining the environment, assessing its implications, and then determining plans and priorities.

At the state level, the process began in November, 1987, when the State Board for Community College Education invited leaders from business, labor, higher education, and state government to discuss their expectations for community college education. Their ideas, along with state- and county-level economic, employment, and demographic forecasts, formed a background for local planning by the 24 community college districts.

College-level planning is typically an ongoing process involving college personnel and outside contributors such as school district administrators, local employers and civic leaders, and program advisory committees. The colleges were asked to draw from their local plans a description of their service environment, educational needs, and program and enrollment plans through the year 2000.

Results

Because so many of the factors in the community college "environment" are statewide if not national in nature, there was a high degree of similarity among the general issues, implications, and priorities identified by the colleges. This enabled the development of a systemwide plan with common general goals. Yet the local implementation of those goals will yield results unique to each college's service area.

This document includes three major parts: (1) A statewide description of the environment, its implications, and the priorities of the community college system; (2) summaries of the individual college plans; and (3) an appendix describing the assumptions used to forecast enrollment levels. Copies of the complete individual college plans are available from the State Board for Community College Education, 319 Seventh Avenue, Olympia, Washington.

Washington, The Environment

Washington community colleges have identified eight major areas of Washington's environment that contain implications for them:

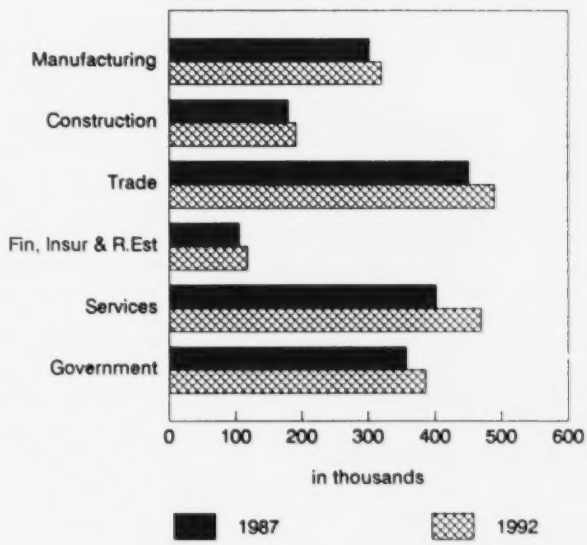
- A Changing Economic & Employment Structure
- A Changing Labor Force Structure
- Continual Technological Change
- A Growing & Shifting Population
- A Changing Family Structure
- Concern About Equality of Opportunity
- Concern About Independence from Welfare
- Concern About the Quality & Effectiveness of Education
- Concern About Literacy

A Changing Economic and Employment Structure

Washington's economy has undergone dramatic change in the last three decades. In the 1960s and 1970s, timber and agriculture were among the state's leading industries. But, more than 40,000 jobs have been lost in agriculture and wood products while employment in the service and retail sectors has expanded rapidly to replace at least some of the loss.

Fig. 1

Employment Projections by Industry
1987 & 1992



SOURCE: *Washington State Employment Security Department.*

The new retail and service jobs pay less than the old manufacturing jobs, resulting in a decline in per capita personal income. The decline in resource-based employment has had the greatest effect on rural counties, 14 of which now have unemployment levels of 12 percent or worse.

Expanding Asian trade and foreign investment is also having an impact on Washington's economy. Washington is one of the top ten states in the nation in the level of Japanese investment, and is considered highly desirable for more.

Earlier this year the Forecast Council predicted a mild recession

in 1989, with statewide employment falling by about 9,000. Most of the loss was expected to occur in manufacturing, construction, and retail trade. The forecast called for increased employment in the services, particularly the medical services which are hardly affected by recessions. In the meantime, however, the Boeing Company has accumulated several billion dollars in back orders which should offset an anticipated "post-election" recession and affect employment and training needs for the next decade.

The Employment Security Department has made employment projections through 1992. Assuming a 1989 recession, the 1987-1992 forecast calls for non-farm employment to grow by 178,300, an average of 35,660 annually. About 60 percent of the new jobs are expected to be in retail trade and the service industries. Minor growth is forecast for construction and manufacturing, the latter depending on improvement in foreign trade. (The projections were made prior to Boeing's most recent announcements of major aircraft sales.)

Overall job openings--replacement workers needed for existing jobs plus the new jobs cited above--are projected to average 60,000 per year.

Implications for Community Colleges

The evolution of Washington's economy from its traditional natural resource base toward retail trade and services has been accompanied by changes in community college enrollment and programs.

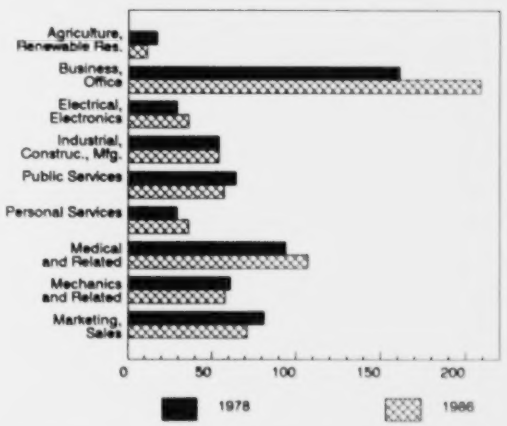
Vocational programs in forestry and industrial specialties have been dropped or curtailed and new programs in retail trade, service, and other emerging fields have been added. During the past eight years, 212 new entry-level vocational programs have been started, approximately 27 percent of the total programs available. During the same time, 169 obsolete programs have been eliminated.

Changes in the economy will continue to dislocate workers, many of whom will require retraining to change careers. Most new jobs in the next 15 years will be in non-manufacturing industries, necessitating additional vocational programs in the retail trade and service fields.

Increasing emphasis on trade and cultural exchange with the Asian countries creates a need for more courses in foreign language and culture.

Fig. 2

Community College Vocational Program Changes
1978-86



SOURCE: *"Summary of Vocational Program Changes: 1978-1986," State Board for Community College Education*

A Changing Labor Force Structure

The characteristics of Washington's labor force during the three decades between 1950 and 1980 were significantly modified by two factors--the movement into the labor force of women

and of persons born during the "Baby Boom." At the same time there occurred a significant migration of young people, many of them minorities, into the state during the 1970s. The net result is that young people, women, and minorities make up a larger share of the workforce in the 1980s.

For the next three decades, the labor force will be in place and aging, with fewer young workers entering it (75 percent of the workforce in the year 2000 is already working today). There will be more women and more minorities in the labor force. Three-fifths of all women over the age of 16 are expected to be working by 2000. The increase of women in the workforce is occurring statewide, but the increase in minorities is mainly limited to areas with large minority populations.

Implications for Community Colleges

The emergence of women and minorities as major factors in the workforce necessitates specialized programs and services. Child care, programs for re-entering women, and remedial programs are examples of services needed to help women and minorities overcome barriers to entering higher education and succeed in meeting their educational objectives. Female and minority enrollments can be expected to increase along with the need to accommodate their special needs.

Technological Change

An aging workforce in an era of rapid economic and technological change will require even more emphasis on the acquisition of up-to-date job skills and retraining as old skills become more rapidly obsolete and old jobs are replaced by new jobs.

The already rapid pace of technological change is expected to quicken in the coming years. Workers in such fields as engineering, teaching, and business are among those who are certain to need periodic education. Retraining is particularly necessary in fast-developing fields such as electronics and manufacturing processes. Many workers, even those who have already earned an associate or a bachelor's degree, will have to return to the classroom periodically to upgrade skills or acquire knowledge that might not have existed five years earlier. The National Alliance of Business estimates that between two and three percent of the labor force will need to be retrained each year.

Implications for Community Colleges

Meeting the continuing education needs of a mature workforce will require non-traditional approaches to education: Evening and weekend classes, intensive short programs, customized training, off-campus programs, and alternative methods of learning.

Changing technology will require continued change in course content and equipment. Equally important is the need for continual training to keep instructors up-to-date in their fields.

Colleges will need to work closely with business and labor leaders to identify and deliver the education needed. At the same time, business and other non-traditional providers of education will provide more competition for community colleges and other traditional institutions.

A Growing and Shifting Population

From 1980 to 1986, Washington's adult population increased by 265,000. It is projected by 1990 to increase by an additional 199,000, in which case the growth rate for the decade will have been 15 percent. The growth rate is expected to remain at 15 percent for each of the next two decades with an additional 519,800 people residing in the state by 2000 and another 610,300 by 2010. The geographical distribution of population growth has not been uniform throughout the state. Ninety percent of the growth has occurred in nine of the largest counties--King, Kitsap, Pierce, Snohomish, Thurston, Whatcom, Clark, Spokane, and Yakima.

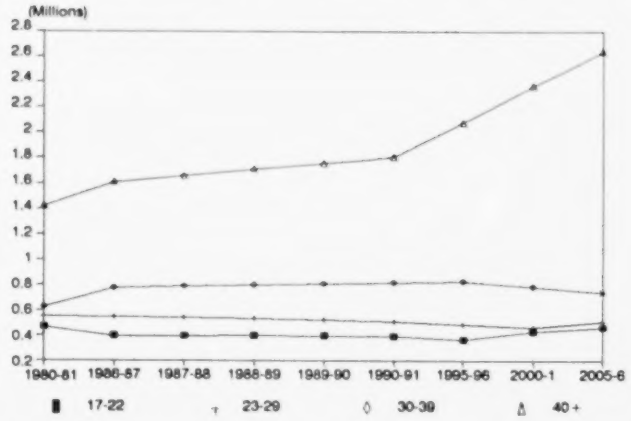
Among Washington adults, population growth has been most rapid in the 30-54 age group which is expected to increase by 458,000

between 1980 and 1990. The traditional college age group--17 to 22--which declined by 70,000 from 1980 to 1988, is expected to experience a two-year upturn. It will increase by 6,200 through 1990, then decline by 25,700 through 1995. Rapid growth for this group will begin in 1995 when the sons and daughters of the "Baby Boom" reach college age. Increases of 64,000 are expected between 1995 and 2000, 33,000 between 2000 and 2005, and 9,000 between 2005 and 2010.

Racial and ethnic minorities constitute 11.9 percent of Washington's population, up from 9.8 percent in 1980. During the same period, community college minority enrollment increased from 11.6 to 14.0 percent of total enrollment. Because of less restrictive immigration laws and the Immigration Reform Act, there has been a significant immigration of foreign-born persons, particularly from Asia and Latin America. The minority population should continue to grow faster than the population at large through 2000 and community college minority enrollment should keep pace. The impact varies across the state. The five counties with the largest minority populations are Yakima, King, Pierce, Benton and Franklin.

Fig. 3

Major Age Population Groups



SOURCE: *Washington State Board for Community College Education.*

Implications for Community Colleges

Population growth will increase enrollment pressure on community colleges, but the pressure will be largely centered in the state's urban areas.

Anticipated decreases in the 17-22 age group in the early 90s may well be offset by greater participation among the members of that age group and by programs focused on the retraining needs of older working students. For the longer range, increases in the 17-22 age group beginning in 1995 may affect community college facilities in some areas of the state, since this group makes up the majority of the full-time, day, on-campus student body.

Meanwhile, during the short term, continued growth in the 30-54 age group will require continued emphasis on retraining and upgrading courses and special services such as day care for returning women and the unemployed.

The Federal Immigration Reform and Control Act (IRCA) will cause many immigrants to seek English instruction, citizenship training and, eventually, vocational and academic programs. Community colleges served the influx of Asians during the 1970s, and expect to serve a similar surge of Hispanics in the 1980s and early 90s.

A Changing Family Structure

The changing family structure has been one of the most significant changes in society in recent years. The number of one-parent families continues to increase. At the same time, most dual-parent families are becoming dual-income families. Both trends have resulted in more women working and have made child care a pressing issue.

Implications for Community Colleges

The continual movement of women into the labor force will cause more and more of them to seek community college training programs, placing greater stress on child care services, early childhood education programs, basic skills programs, and counseling services. These services and programs help women overcome obstacles to their return to education and encourage them to achieve their educational and career objectives.

Concern About Equality of Opportunity

Concerns about a trained workforce have led to concerns about higher education opportunities for current workers, women, minorities, and immigrants. In addition, if the opportunity for higher education is going to exist for people with middle and low incomes, it will have to be accessible in two respects. Tuition will have to be affordable and, more importantly, educational opportunities will have to be located near work places. Not having to work or live at home while attending school is fast becoming a luxury enjoyed only by those with high incomes.

In response to these trends, the Master Plan adopted by the Higher Education Coordinating Board proposes the expansion of upper division course offerings in the state's urban areas, with responsibility for expansion of the lower-division level assigned to community colleges.

Implications for Community Colleges

Many who will need access to higher education in the next decade and beyond are the people traditionally served by community colleges. Efforts will need to be focused on providing increased access for women, minorities, immigrants, and high school dropouts, while maintaining service to traditional clientele.

The Higher Education Coordinating Board Plan reaffirmed the importance of community college accessibility. Also, the Board's plans to expand upper-division access in urban areas could, depending on how they are implemented, make use of community college facilities and faculty.

The increased availability of upper-division programs will stimulate increased demand for lower division programs provided by the community colleges.

Concern About Independence From Welfare

Critics have said that the current welfare system provides more incentives to stay on welfare than to work, resulting in two- and three-generation welfare families.

Governor Gardner and the legislature have launched the Family Independence Program (FIP) which seeks to break the poverty cycle through an effort which emphasizes job training, education and child care. The program will be voluntary until 1991 when it is to become mandatory.

The program gives enrollees the opportunity to enter the economic mainstream by providing them with financial incentives to participate in education, training, and work programs. The program will be phased in at 18 pilot sites during the first three years.

Implications for Community Colleges

It is anticipated by the FIP staff that a major portion of the FIP enrollees for education and training will enroll at community colleges because of proximity and program availability. This will place greater demand on child care services, early childhood education programs, basic skills programs,

short-term vocational programs and counseling services.

Washington community colleges are currently serving approximately 4,000 students who receive Aid to Families with Dependent Children (AFDC) or other welfare payments. As DSHS moves from AFDC to FIP, current welfare recipients will become FIP participants. Since these students are already enrolled, this change will not impact the overall level of community college enrollments. However, additional FIP enrollments are expected to exceed the current level beginning in the 1989-91 biennium.

Concern About The Quality and Effectiveness of Education

Concern about the effectiveness of the American education system and the degree to which its students are prepared for the demands of the 21st Century has fueled a national debate during the greater part of the 1980s. Although Washington State has long been a leader in educational achievement, its citizens have not been without complaint about the value of the curriculum and the achievement of students. The Higher Education Coordinating Board (HECB) was established, in part, to address such concerns with respect to the state's institutions of higher education. The HECB master plan focuses on methods to improve and sustain the quality and effectiveness of higher education. Its ultimate objective is to make Washington's system one of the nation's best.

The master plan seeks to restore adequate funding for higher education, establish more stringent admission standards at the four-year institutions, and requires the development of methods to assess student achievement and outcomes throughout higher education.

Implications for Community Colleges

More stringent admission standards at the four-year institutions will cause more students to seek community college transfer programs, emphasizing the need for a reliable process for transfer.

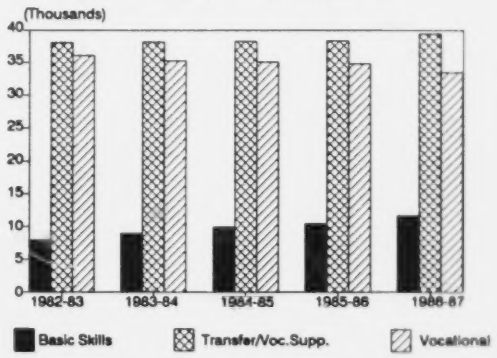
Effective community college education requires meeting the expectations of transfer institutions, employers, and students. This, in turn, requires recruiting and retraining qualified personnel, assuring that libraries and equipment meet high standards, and placing greater emphasis on student performance and achievement.

Concern About Literacy

High levels of adult illiteracy, high rates of high school dropouts, and feedback from employers about the need for workers with both more and better postsecondary education have raised considerable public concern about literacy.

Fig. 4

Washington Community Colleges
Growth in Basic Skills Programs



SOURCE: *1980-86: SBCCE 4-Qtr. Actual vs. Formula Report MIS-2: IM2060; basic skills courses are in HEGIS 2500 series. 1986-87: SBCCE Course MIS: SR2101, Version 1; basic skills courses are in 32.CIP Code series.*

Implications for Community Colleges

The fastest-growing segment of community college enrollment for the past several years has been students seeking instruction in basic skills programs--literacy training, elementary and high school completion, English-as-a-Second Language, and remedial courses. This trend is expected to continue into the foreseeable future.

Community college efforts to serve immigrants will entail more emphasis on English-as-a-Second Language. FIP enrollees, minorities, and growing numbers of underprepared high school students will require remedial help. National attention on the adult illiteracy problem will cause increasing numbers of people to seek literacy training.

Finally, community colleges are firmly committed to increasing their efforts to assess the skill levels of incoming students and assign them to appropriate courses. This will mean that even more students will be enrolling first in basic skills programs before entering college-level courses and programs. The emphasis on testing, assessment, and counseling will help students remain in school and allow community colleges to fulfill their dual mandate of maintaining the "open door" while offering high quality college-level programs.

The Community College Mission and Goals

The community colleges are committed to providing access to higher education and promoting student achievement in three major program areas: academic, vocational, and basic skills.

The community colleges are prepared to work in cooperation with business, labor, state government, and the other segments of education in the achievement of five goals:

- Meet the Demand for Quality in Transfer Education
- Respond to Changing Workforce Needs
- Meet the Need for Literacy Education
- Meet Public Expectations for Effective Higher Education
- Ensure College Opportunities for the People of Washington

Meet the Increased Demand for Transfer

To improve lower division baccalaureate programs and to provide greater access to them, the community colleges plan to:

- In cooperation with four-year institutions, assure establishment of transfer course standards.
- Facilitate curriculum articulation through greater cooperation among two-year, four-year, and secondary school faculties.
- Increase enrollment levels in academic transfer programs to accommodate the increasing number of students choosing to acquire a BA degree and choosing to start at a community college.
- Reduce transfer student attrition, especially among disadvantaged and minority students.
- Strengthen academic planning and advising services to prepare students for transfer to four-year institutions of their choice.

Respond to Changing Workforce Needs

To educate and retrain Washington's workforce to adapt to technological change and changing employment needs and opportunities, the community colleges plan to:

- Cooperate with state and federal agencies to provide for the retraining of unemployed workers.
- Work closely with business leaders to provide programs to meet employer and student needs.
- Build stronger ties with organized labor to identify and deliver the education needed for an adaptive and productive workforce.
- Provide the retraining needed by a mature workforce to maintain productivity in the face of changing technology.
- Provide the education and training required by participants in the Family Independence Program.
- Continue changing and redirecting vocational programs.

Meet the Need for Literacy Education

To meet the need of individuals to overcome illiteracy in order to function in society and to continue to learn, the community colleges plan to:

- Provide English language training for immigrants.
- Cooperate with employers to identify and educate illiterate workers.
- Cooperate with community organizations to recruit and educate illiterate adults.
- Provide basic skills and remedial programs to help stu-

dents meet more rigorous course standards.

- Reduce class sizes in remedial and other basic skills courses to improve instructional effectiveness.
- Evaluate the effectiveness of literacy programs in preparing individuals for work and further education.

Meet the Expectations for Effective Higher Education

It is essential that quality be maintained as the community colleges provide open access. Quality must be maintained in terms of: (1) Student achievement; (2) institutional performance; (3) personnel; and (4) facilities.

To focus on student performance and achievement, the community colleges plan to:

- Strengthen the means to help students make informed choices about careers and programs.
- Strengthen the means to test, advise and place students in courses according to their academic skills.
- Strengthen the means to monitor student progress and assist students who falter.
- Strengthen remedial and tutorial programs for students who need them.

To improve institutional performance by measuring educational outcomes, the community colleges plan to:

- Provide funding to explore and implement the measurement of student outcomes, including those generated by the Washington Association of Community College Presidents Outcomes Study.

To maintain dedicated, capable teachers and staff, the community colleges plan to:

- Strengthen the means to recruit qualified personnel, especially minorities.
- Provide faculty and staff with the opportunities for professional development.
- Compensate faculty and staff at the level of their peers.

To provide facilities, equipment, and reference materials necessary to achieve the level of program quality expected by the transfer institutions and employers, the community colleges plan to:

- Assure that libraries meet the standards needed to support larger academic transfer programs.
- Update instructional equipment and facilities to meet the standards of the four-year colleges and employers of community college graduates.
- Update and maintain transfer course content to meet the standards of transfer institutions.

Ensure College Opportunities for the People of Washington

To make college accessible, the community colleges plan to:

- Increase enrollment levels to accommodate population growth and a greater citizen interest in higher education.
- Develop additional programs and courses to help immigrants qualify for citizenship and prepare for further education.
- Expand the availability of quality day care for the children of students.
- Strengthen recruitment and improve retention by enhancing support services for minority students.
- Increase televised education to serve isolated rural areas, employees at work sites, the homebound and the institutionalized.
- Increase service levels (enrollment as a percentage of population) in high demand areas.

Enrollment Impact

Washington's community colleges have identified three enrollment objectives:

- To maintain service levels as the population grows.
- To respond to environmental and policy changes affecting community colleges.
- To increase service levels in specific high demand geographic areas.

Population Growth

From 1980 to 1986, Washington's adult population increased by 265,000. It is projected to increase an additional 199,000 by 1990. Between 1990 and 2000, the projected increase is 519,800 adults. The geographical distribution of population growth varies throughout the state and affects the community colleges differently.

In 1980, 2.85 percent of Washington's adult population attended community colleges. Because of budget reductions and enrollment limits, this level had been reduced to 2.5 percent by 1986-87. Halting this decline and maintaining the current level of service during the 1989-91 biennium means that an additional 2,629 FTE students will enroll (average for the two years).

Population growth to 1995 will have less impact on community college enrollment as the younger age groups, which have the highest rate of participation in higher education, become a smaller proportion of the total population. However, beyond 1995, when the sons and daughters of the "Baby Boom" start reaching college age, community college enrollments will go up by approximately 6,000 between 1995 and 2000, and 10,000 between 2000 and 2010, assuming the current service level prevails.

Changes Affecting Community Colleges

The simple continuation of current participation rates, as described above, reflects only the effect of population growth on community college enrollments.

Community college planning, however, identified several economic, social, and policy factors which warrant enrollment increases beyond the current level of service. These factors will cause specific groups of people to seek community college education in greater numbers than before. Among these groups are:

- High School Seniors: The increase reflects the growing number of seniors choosing to go to community colleges.
- Workforce Training: The increase reflects a goal of serving the continuing education needs of at least two percent of Washington's workforce.
- Ethnic Minorities: The increase reflects a goal of bringing the participation of Black and Hispanic students in college-level courses up to the level of Whites, Asians, and Native Americans.
- Immigrants: The increase reflects the estimated impact of the federal Immigration Reform and Control Act (IRCA) which established educational requirements for citizenship.
- FIP Participants: The increase reflects the estimated impact of Washington's Family Independence Program which will provide job training for welfare recipients.

The appendix describes the assumptions used in estimating the impact, by college, of population growth and the implementation of plans to respond to changes affecting community colleges.

The combined enrollment impact attributable to these changes is estimated to be 2,190 FTEs in 1989-90 and 3,086 FTEs in 1990-91. Estimates beyond 1991 will be

made following an assessment of the next three years.

High Demand Areas

Participation in community college education is substantially lower in some geographic areas of Washington than others. Generally, participation has fallen behind because of rapid population growth during an era when enrollment has been capped. Unmet demand should be accommodated in those areas with low participation when it has been demonstrated that students who want to enroll are not being served by a community college or alternative institutions.

Four underserved areas have been identified: Bellevue, Whatcom, South Puget Sound, and Peninsula (Port Angeles). All four of these colleges have service levels well below the state average of 2.5, and have been turning students away because of closed classes.

Fig. 5

WASHINGTON COMMUNITY COLLEGES
ESTIMATED IMPACT OF ENROLLMENT OBJECTIVES
(Change from Current Level of 83,300 FTE Students)

	1989-90		1990-91	
Current Level		**83,300**		**83,300**
Population Growth (since 1986)		**2,945**		**2,313**
Changes Affecting Community Colleges				
High school seniors	649		986	
Workforce training	950		950	
Ethnic minorities	90		219	
Immigrants	250		350	
FIP participants	251		581	
		2,190		**3,086**
High Demand Areas		**310**		**605**
Totals		**88,745**		**89,304**

Phasing-in increases over the next four years would enable an additional 458 FTE students to enroll in 1989-91 and 1,200 FTEs in 1991-93.

Summary

The table on this page summarizes the impact of the three enrollment objectives for 1989 through 1991.

Program Impact

Vocational

The nature of vocational education continues to change in response to requests by employers for workers with more "generalist" and adaptive skills. Programs are being revised to include fewer student hours in occupationally-specific courses and more hours in academic courses, especially English and math. These revisions have led to decreased enrollment in occupationally-specific courses and increased enrollment in academic courses.

The changing Washington economy has affected and will continue to affect the types of vocational programs offered by community colleges. Programs in forestry and industrial specialties have been dropped or curtailed, and new programs in retail trade, service and other emerging fields have been added.

Washington's Family Independence Program will have the most impact on early childhood education programs and short-term vocational programs such as cashier/checker and fast food cook. Working with employers to meet the continuing education needs of the workforce will result in more evening and weekend classes. It will also result in more customized programs and work-site training.

Academic

In the academic area, the emphasis will be on: (1) Accommodating the increasing number of students whose goal is a baccalaureate degree; (2) accommodating vocational students who must take more academic courses; (3) responding to an increasing demand for Asian language and culture courses as trade and investment expands with the Far East; and (4) accommodating more students who want to complete degree requirements in the evening.

Basic Skills

The fastest-growing segment of community college enrollment for the past several years has been students seeking instruction in basic skills programs--literacy training, elementary and high school completion, English-as-a-Second Language, and remedial courses. This trend is expected to continue into the foreseeable future.

Community college efforts to serve immigrants will entail more emphasis on English-as-a-Second Language. FIP enrollees, minorities, and growing numbers of underprepared high school students will require remedial help. National attention on the adult illiteracy problem will cause increasing numbers of people to seek literacy training.

Finally, community colleges are firmly committed to increasing their efforts to assess the skill levels of incoming students and assign them to appropriate courses. This will mean that more students will be enrolling in remedial programs prior to enrolling in college-level courses.

Budget Impact

This program and enrollment plan addresses the specific changes in instructional and support programs and enrollment levels needed to implement the enrollment-related goals. The resources needed to provide for the planned enrollment levels, as well as the resources needed to implement the several non-enrollment related goals for the next biennium are addressed in the Community College Budget Request for 1989-91.

Individual Community College

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Bellevue Community College

Environment

Bellevue Community College is the only public college serving east King County. East King County is expected to grow by 26 percent between 1980 and 1990, and another 27 percent between 1990 and 2000. If these growth trends continue as predicted, there will be more people living on the east side of Lake Washington than living in the City of Seattle.

The economic expansion and population growth experienced since 1980 has greatly changed the character of many east King County communities. The growth predicted for the future may have even greater impact. Demographic characteristics of the population will change. By the year 2000, the number of children will more than double, raising the proportion of children to 35 percent. The number of low- and middle-income families is also expected to double. Multiple family housing will increase significantly in proportion to single family homes. There will be more minorities and foreign-born residents. In short, the population will be more heterogeneous than it has been in the past.

Economic expansion is driving much of the growth affecting the east side. Downtown Bellevue is developing into a financial and commercial hub of regional significance. A variety of industries, medical centers, corporate headquarters, and service centers are locating in the communities in east King County. This trend of economic expansion is predicted to continue well into the 21st century. In 1980, there were 89,351 jobs on the east side; by the year 2000 it is predicted that this number will have more than doubled to over 183,000.

Educational Needs

The dramatic economic and population growth has come at a time when public assistance to higher education has been declining as a proportion of the state budget. As a result, the most significant educational trend affecting east King County during the last several years has been inadequate accessibility to public higher education. One vocational technical institute and Bellevue Community College serve this area. There is no public four-year school presence. Budget constraints coupled with the dramatic population growth have caused the level of community college services provided in east King County to drop to less than two-thirds of that provided to the residents of other community college districts within the Puget Sound area.

Meeting the higher education needs of the people of east King County will be no small task in the years ahead. Just to provide community college services equitable with those provided elsewhere in the state, Bellevue Community College would require an immediate increase of 2,500 state-supported FTE to the 4,035 FTE currently allocated. By the year 2000, the college will need to serve an estimated 9,067 FTE students just to provide the level of support common today in other Puget Sound communities.

Priorities and Plans

The college has identified six priorities that must be met to achieve the level of service equitable with that provided to residents of other community college districts in the Puget Sound area. The district plans to:

1. Attract, support, develop and reward a faculty and staff who are highly motivated and effective.

2. Review, revise, plan and implement instructional programs that meet the continuing and emerging needs of students, business, industry and labor.

3. Strengthen and increase its assessment services and its developmental education offerings.

4. Increase and improve its offerings and services provided during evenings and weekends.

5. Join other organizations and agencies on the east side to establish an International Business Center to respond to the growing importance of trade with Pacific Rim nations.

6. Maintain and upgrade its existing facilities while also establishing educational centers and/or additional campuses in locations responsive to population changes.

Big Bend Community College

Environment

Big Bend Community College's service area is located in the central portion of the Columbia Basin. The college provides a variety of academic, vocational and community service offerings (continuing education and extension) in a rural setting encompassing all of Grant and Adams counties and part of Lincoln County. Serving a district population of approximately 75,000, which is growing at a rate of 1 percent a year, Big Bend Community College is situated in the city of Moses Lake, the largest community in the service area.

Moses Lake and the surrounding communities are served by rail, major highways, and the Port of Moses Lake. The Port, with one of the longest runways in the nation, has proved to be a focal point for present and projected industrial growth. Although primarily agricultural in nature, the area has shown significant gains in manufacturing. The combination of the agricultural base and the increased demands of a growing population has stimulated industry and small business in the area to new levels. Projections for growth and expansion over the next five to ten years are positive.

Educational Needs

Although rural in nature, Big Bend Community College is committed to serving the educational needs of a large and diverse population. Present and projected growth in agriculture and industry have provided newly-determined goals for the college.

As demands for a better-prepared employee pool arise, BBCC is responding in several areas. For example, English-as-a-Second-Language, Adult Basic Education, development of new academic and vocational programs, telecommunications, and foreign language preparation are at the forefront of Big Bend's educational needs to support its client base.

Faced with a number of problems, Big Bend students need a comprehensive support services system that goes beyond traditional formal training and provides career exploration, basic education, child care and specialized counseling services.

Big Bend is dealing with a different type of student with different needs; so its response must be flexible and directed to meet those diverse needs. Success in meeting the educational needs of students will provide an opportunity to improve the economic climate of the state.

Priorities and Plans

1. To develop, staff and provide expanded facilities for a comprehensive developmental education center.

2. To provide adequate library space, equipment and personnel.

3. To develop and provide vocational education opportunities for high school students in cooperation with the high school districts.

4. To provide a proper level of custodial services.

5. To provide continuing education to current employees and to provide specialized/specific entry-level training to potential employees to respond to increasing requests from the area's business/industry community.

6. To study the feasibility of establishing an educational and governmental services center in the Grand Coulee Dam area in cooperation with Spokane and Wenatchee Valley community colleges and Washington State University.

7. To build new facilities for the math, science, engineering and developmental education programs.

8. To continue the quest to provide adequate and affordable child care and parenting education opportunities.

Centralia College

Environment

Centralia College's service area is located in the lower Puget Sound region. The college provides a variety of academic, vocational, and community service offerings, both on-campus and at extension centers in a rural setting encompassing all of Lewis County and part of southern Thurston County. Serving an adult population of approximately 50,700 which is growing at a rate of one percent a year, Centralia College is situated in the city of Centralia, located in the northwest corner of the service area.

As in most rural areas of the country where the economic livelihood has been historically dependent upon primary resource-based industries, workers are being displaced. The loss of timber manufacturing jobs in recent years has weakened the local economy, forcing many workers to leave the area for employment. Lewis County has the highest unemployment rate of any county in western Washington. In addition, during the last four years Lewis County has had a 300 percent increase in single heads-of-households at or below the poverty level.

Educational Needs

More than 20 percent of the adult population in Lewis County has not completed a high school education, with one-half of these having less than an eighth grade education. High school drop-out rates continue to double or triple the state average, especially in the more isolated rural high schools. First generation college families are the norm with only four percent of the population having bachelor's degrees.

The college is the only vehicle for job training and upward mobility for most residents of this depressed area. Most of the displaced workers have low educational attainment levels and skills which do not directly transfer to emerging technical industries without retraining.

The area is expected to have modest employment growth. There will be a constant need to retrain displaced workers and provide educational opportunities to the increasing numbers of students who never obtained their high school diploma. Consequently, Centralia College will need to increase its offerings in basic skills, as well as in the academic and vocational areas, to persons over the age of 25.

Centralia College deals with a student population that is much different from the typical community college student in the state of Washington. As a result, the college must be responsive, yet flexible, in meeting students' diverse and everchanging needs. As the needs of nontraditional students grow, Centralia College will need to increase its support services.

Success in providing the educational opportunities for our service area will improve the economic climate of the area and the state.

Priorities and Plans

Changes in enrollment patterns are based upon the needs of the local population. Because of the economic changes in our service area, the college will have increased numbers of nontraditional students. To meet the demand for socioeconomic improvements of the area and state, the college plans to:

1. Provide increased support services to displaced workers and homemakers including:

a. assessment testing, counseling, and placement.

b. additional staffing in basic skills instruction.

c. day care facilities and staff.

d. peer tutoring.

e. development of support groups.

2. Develop and implement instructional offerings in Asian history, cultures, and languages.

3. Provide additional academic offerings for students unable to directly enter four-year institutions due to rising entrance standards.

4. Provide retraining opportunities through flexible vocational education, including programs to stimulate small business development offerings.

5. Integrate state-of-the-art technology into all instructional programs.

6. Provide alternative delivery systems to isolated areas within the service region.

7. Cooperate with the countywide high school consortium to improve training opportunities for both youth and adults.

Clark College

Environment

Growth and development in Clark County in the 1980s surpassed the average for the state and far exceeded that of the rest of Community College District #14. Clark College serves all of Skamania and part of Klickitat County, but the demographics of Clark County prevail because of the population concentration in Vancouver and the unincorporated surrounding area. At the last census the populations of the three counties were: Clark - 192,227; Klickitat - 15,822; and Skamania - 7,919. Projections for 1990 are: Clark - 221,251; Klickitat - 16,845; and Skamania - 8,062. By the year 2000, the Clark County population may be, conservatively, 258,000 (OFM); mid-range, 288,000 (BPA), or, highest, 310,000 (IRC).

In-migration is popularly attributed to two things associated with the economy. One is the attraction of jobs with one of the firms recently locating in Clark County (Matsushita Electric, Kyocera, SEH, Hewlett-Packard, Tektronix). Second is the attraction to Oregon employees of lower real estate taxes on the Washington side of the Columbia River. The early 80s also brought a large influx of Southeast Asian refugees to the Portland-Vancouver area. Though Clark County developed its own economic base in the 80s, its economic future is still linked with Portland and tempered by the less well-developed counties in southwest Washington and by state trends.

Educational Needs

Clark College will continue to provide education in the three broad areas of academic, vocational and basic skills. Because of the opportunity of completing a baccalaureate degree at Washington State University–Vancouver, a new target group of students may come to Clark. The influence of WSU plus efforts of local school districts to improve retention rates could translate into a higher percentage of academic FTEs being served at Clark. Vocational programs expect some increase in enrollments as local industries require higher skills in a labor surplus market. An increasing number of students are coming into vocational training as a result of their grant requirements. In the competitive workplace of today and tomorrow, employees at every level need communication skills and basic computer skills as well as on-the-job psychology. Working adults are returning to Clark for these general skills. The basic skills programs seem to be serving a backlog of demand. Even if the literacy and GED needs taper off, particularly if the GED loses credibility as a result of the military rejecting it, the developmental education enrollment should continue to expand. Students are finding it is to their benefit to go through placement testing and enroll in classes at the level appropriate for them.

Priorities and Plans

Changes in enrollment and program plans are based upon demographics, changes in society, and the expansion of Washington State University in southwest Washington. Some of the program plans result from a combination of two or all three forces. Prioritization is affected by timing and resources. Other changes, unanticipated, may occur and displace those which are outlined. Briefly they are:

1. An increased nursing enrollment which articulates with WSU's Bachelor of Science in Nursing program.

2. Starting a classroom aide program.

3. Increased enrollments in chemical dependency counseling.

4. Increased enrollments in science-math, humanities, social science

and business classes by students transferring to WSU–Vancouver.

5. Expanded testing and developmental education placement.

6. Increased enrollment in the early childhood education program.

7. Increased enrollment in the fashion merchandising program particularly as it relates to the WSU program.

8. Increased enrollment in dental hygiene, which is articulating with the program at Eastern Washington University.

9. Increased enrollment in office administration, computer information science, telecommunications, machine shop, plastics, engineering tech, automotive, diesel, manufacturing technologies and culinary arts.

10. Increased enrollments in computer applications classes.

11. Increased enrollments in programs for which alternative delivery systems are in place.

Columbia Basin College

Environment

Columbia Basin College is entering a dynamic era. How it will emerge from it is largely dependent upon its own efforts. The perception is that if the present, externally-imposed restrictions were lifted, CBC likely would approach 4,000 FTES. This is particularly true since the college has a new, energetic president with a commitment to expanding service to underserved populations. While CBC has identified several such groups, the biggest impacts will come from 1) the Hanford workers displaced as a result of the N-reactor shutdown; 2) the minority population, inclusive of immigration reform; and 3) placebound adults seeking to enroll in the WSU/Tri-Cities branch campus.

CBC needs to respond to these needs during the 1989-1991 biennium. After 1991, CBC expects its enrollment to settle back to the present FTE level.

Educational Needs

The educational needs reflect the needs of the aforementioned groups of people. CBC will need to expand its developmental efforts across-the-board, inclusive of instructional and instructional support areas; e.g., 1) minority recruitment and counseling, 2) tutorial assistance, and 3) assessment.

The workplace is increasingly utilizing computers and computer-driven equipment. The college needs to keep pace with that trend and provide hands-on experience on that type of hardware to its students across the curriculum. This is an expensive proposition, both from an initial outlay and from a maintenance viewpoint.

The college needs staff development in order to accommodate the changing needs of its students. Everyone needs to become computer literate, if not proficient. CBC also needs assistance in repackaging its courses to meet the emerging needs which, in some cases, have not yet been identified. This effort needs research and developmental monies as well.

Priorities and Plans

As the college anticipates 1989-1991, it has identified the following priorities:

1. Respond to dislocated Hanford workers by increased evening class offerings and short-term, intensive courses, seminars and workshops. Needed is additional FTE support and $40,000 for each year of the biennium for course development.

2. Respond to the literacy needs of CBC patrons by (a) assessment; (b) increased tutorial assistance; and (c) increased remedial instruction. Needed is additional staff at a cost of $81,000.

3. Establish a multicultural student program at $57,000 per year.

4. Establish a Women's Resource Center to work with the large number of female students returning to Columbia Basin College. A $60,000-per-year expenditure for start-up and sustenance is anticipated.

5. Addition of a full-time counselor to work with special needs students. A cost of $50,000 per year is estimated for equipment, supplies and the counselor.

6. Establish a retraining center to work with the large number of newly-displaced workers in the district. This would cost $40,000 per year for 3-4 years.

Edmonds Community College

Environment

Edmonds Community College is located in an area of growing population and vigorous economic development activity. In the next decade, the general population is projected to increase by 36 percent. Significant increases are projected for the traditional college ages of 17-22 (20 percent) and for the ages most closely associated with retraining needs, 35-50 (61 percent). The college service area is undergoing significant economic development based on both high technology industries in the Technology Corridor and a retail sales and services base in expanding retail malls. The industry in the area is increasingly committed to international trade and the college has attracted an increasing number of international students and contracts with international industries.

Educational Needs

The college has identified educational needs for:

1. Nontraditional, older students returning to the workforce under programs designed to solve unemployment problems through training;
2. People needing continual retraining and upgrading to keep up with technological advances;
3. Servicemen and women eligible under the new G.I. Bill;
4. Working technicians seeking advanced degrees;
5. People starting new small businesses; and
6. Women returning to college under the Family Independence Program.

Additional program needs identified include:

1. International education;
2. International business and trade;
3. Early childhood education;
4. Legal office workers;
5. Food service workers;
6. Hotel/motel workers;
7. Medical assisting;
8. Gerontology;
9. Industrial technician;
10. Biotechnical technician;
11. Hazardous materials management;
12. General management, both retail and industrial; and
13. Expanded transfer programs.

Priorities and Plans

To meet these needs, the college plans:

1. Improved assessment and advisement through an advising center;
2. International education programs;
3. Culinary arts;
4. Hospitality;
5. Gerontology;
6. Medical assisting/nurse's aide;
7. Legal office and case management;
8. Hazardous materials management;
9. Performing arts;
10. Increased student services, especially for special students such as those with limited-English, and those who are handicapped, women, veterans, etc.
11. Computer science and information science program expansion; and
12. Biotechnology technician.

Everett Community College

Environment

The population of Everett Community College's service area is projected to increase more rapidly than that of many other areas of the state. The economic outlook is also bright. Employment in Snohomish County should grow steadily for the next decade. This growth, coupled with the Navy's arrival in Everett, will result in significantly increased demand for Everett Community College's programs and services.

Trends point to continued strength in many of the college's current instructional programs. The college will need to enhance these programs with equipment acquisitions and the introduction of computers. New programs will need to be developed to support business and industry, employment and retraining needs, and new and more complex skill requirements of the future worker.

The increases in demand will strain the college's limited facilities and services. As a result, the college will need to look toward off-campus alternatives and contractual arrangements.

There will continue to be a need to offer basic educational service, GED and high school completion programs to students who have dropped out of high school.

The challenge facing the college will be to maintain a broad range of programs and services in an environment of expanded demand and inadequate physical and financial resources.

Educational Needs

Student Categories

1. Students with a variety of educational backgrounds needing assessment;
2. Mature students looking upon themselves as consumers;
3. Above average increases in 17- to 22-year-olds;
4. High female enrollment requiring continuation of special services and day care;
5. Navy personnel requiring programs with different schedules from traditional students;
6. Students requiring high school completion, GED and basic education programs;
7. Increase in programs and services for evening students;
8. Retraining of students displaced by unemployment in heavy manufacturing industries; and
9. Fully-employed students seeking educational opportunities at different times and locations.

Program Categories

1. On-site employee training programs;
2. Continued strength of secretarial, clerical, and nursing programs;
3. Expanded evening programs and services;
4. Programs responding to increases in business and tourist activity with Pacific Rim countries;
5. Computer training to support small business and the growing service segments of the economy;
6. Enhancements to current programs through computer assisted instruction;
7. Development of a core of math and writing in two-year vocational programs; and
8. Development of programs tailored for Navy personnel.

Priorities and Plans

1. Development of a long-term facilities plan;

2. Development of a student assessment program and courses to support that program;

3. Increased day care services.

4. Hire Director of Continuing Education.

5. Computer acquisitions.

6. Develop Institute for Media & Creative Arts.

7. Centralize Admissions/Registration services.

8. Develop Nippon Business Institute to respond to increasing opportunities with Pacific Rim countries.

9. Improve evening programs and services.

10. Upgrade equipment.

11. Develop institutional research and information function.

12. Increase custodial services.

13. Purchase portable computers for off-site business and industry training.

14. Develop micro lab for chemistry.

15. Develop computer-assisted manufacturing program.

16. Develop computer-assisted instruction in reading, basic skills, and writing labs.

17. Develop core of writing and math courses for two-year vocational programs.

18. Develop plans for serving Navy personnel.

19. Create and implement an early warning system for students not making satisfactory progress.

Grays Harbor College

Environment

Historically, Grays Harbor College has placed a high priority on its academic programs and the transfer function. Prior to 1965, the college was almost exclusively an academic institution. Over the past 20 years, GHC has developed into a comprehensive community college with a wide range of programs and services. Even so, well over 60 percent of the students continue to choose academic programs or developmental work leading to academic courses. The challenge for the future, however, is to modify or expand existing programs, respond to community needs by adding programs whenever possible and to reallocate resources when conditions permit. The highest priorities for the next three years are to: (1) expand opportunities in literacy training and developmental education, (2) strengthen the assessment program used with all new students, (3) evaluate the possibility of adding new programs in hospitality training and early childhood education, and (4) expand counseling and other services available through the Business Development Center.

The service area and environment of the Grays Harbor Community College District can best be described as stable. The economic base has historically been tied to logging, lumber, fishing and closely-allied businesses and industries. Grays Harbor and Pacific counties are declining somewhat in population primarily because of the changes which have occurred in these basic industries. While the area is working hard on economic development with hopes of broadening the economic base, there is nothing on the horizon which suggests significant changes in the economic base. There are increases, however, in the number of small businesses being established.

Educational Needs

Several counties in southwest Washington have traditionally had a high percentage of citizens who have not completed high school. This is true in Grays Harbor and Pacific counties. As it is becoming more apparent to citizens that education is the best assurance of employment opportunities, more adults are returning to school for further education from basic literacy skills through associate degrees. This trend is already apparent.

The number of high school graduates in the college district has declined somewhat in recent years as is true across the country. College enrollments, however, have held stable because of an increasing number of older students who have seen the need to return to school for basic skills and/or retraining. These changes in the college's student profile have caused changes in the curriculum. These changes will need to continue.

Priorities and Plans

For the 1989-91 biennium, the college seeks to expand the staff and course offerings in developmental education from basic literacy training through pre-college work. Serving these students effectively requires a well-planned and carefully-implemented assessment program. While the college has provided such services for many years, there is need to improve and expand these services to have them available for greater numbers of students. These activities are in the planning process with the expectation of implementation in 1990-91.

The college has operated a small business development center for approximately two and one-half years in cooperation with the Grays Harbor County Economic Development Council. With the current emphasis on small business

development and with greater numbers of persons considering small business, the college needs to expand the availability of such services. It is the college's intention to accomplish that in the 1989-91 biennium pending budget considerations.

Grays Harbor College attempts to conduct on-going assessments of program needs in the college district. This is done through surveys, citizen advisory committees and the evaluation of special requests from citizen groups. Two program areas under consideration are early childhood education and hospitality training. Preliminary studies indicate a need for training persons involved in early childhood education. These needs are brought about by a greater number of working mothers. There have been increases in the number of day care facilities in the district in recent years. Following careful study, the college would expect to begin an early childhood education program in the 1990-91 academic year.

Both Grays Harbor and Pacific counties are working hard at promoting and expanding tourism. Increased tourism in the twin county areas will create more jobs in the hospitality fields. There is increasing evidence that a training program will enhance employment opportunities for students and increase their career prospects as well. The college hopes to begin a well-planned and developed training program in the hospitality field during the 1991-92 academic year.

Green River Community College

Environment

Green River Community College serves south King County, a hot spot for growth in the economy, population, business and industry growth, and K-12 enrollment. For population projections, the Puget Sound Council of Governments reports growth in this geographic area exceeds the OFM forecast. All indications are that Green River Community College will experience tremendous enrollment pressures in academic, vocational and basic skills education.

Educational Needs

The educational needs at Green River Community College cross a variety of curricular offerings. The college is attempting to meet the training needs expressed by business and industry through the Education and Training Center. The Center's primary responsibility is to provide specialized training for business and industry in the heart of the Kent business center. The rapid growth of enrollments in this program over the past 18 months points to the high demand for these types of services.

The ongoing needs to provide vocational offerings for adult learners continues to stretch the college's resources to provide those types of services; consequently, in the planning stages are four supplemental programs.

The continued pressure for academic education due to enrollment restrictions at the four-year colleges and universities in the area have caused a tremendous demand for liberal arts and general academic offerings at GRCC. In 1987-88 the University of Washington, Western Washington University and The Evergreen State College all closed admissions for next year as early as March 1. GRCC is already receiving inquiries and applications from students who have been denied access to the four-year colleges and universities. That demand will continue to grow as the Higher Education Coordinating Board plans are put in place.

The opportunities for enrollment growth in District 10 far exceed the current resources available to the college to meet the growth. Only with additional enrollment growth and additional funding will GRCC be able to meet the academic, vocational, occupational and basic skills needs of the district.

Priorities and Plans

1. The college's first priority is for the Education and Training Center in Kent to grow to 400 state-supported FTEs by 1990.

2. The college plans to start at least three vocational supplemental programs in the next two years.

3. The photography/journalism program is planned to start in our day offerings Fall Quarter of 1988.

4. The fourth priority is to develop a supplemental vocational program in radio/journalism.

Highline Community College

Environment

1. Federal Way is expected to grow from the current 80,000 to 125,000 by the year 2000, and the employment projections are for more than 435,000 in South King County by 2020. This exceeds the projections for the east side of the county by 30 percent.

2. Multiple housing structures have increased 28 percent in seven years.

3. Federal Way retailing market, banking and commerce, and medical services will develop and expand.

4. The unmet demand for baccalaureate degree programs will continue to expand faster than was anticipated.

5. The cost of attending colleges and universities will continue to increase.

6. The population increase will outstrip major transportation facilities.

7. Computerization and automation will divide jobs into those requiring routine personal services and those requiring specialized skills.

Educational Needs

1. Apartment dwellers will seek educational services near their residence.

2. Employees will combine education and employment.

3. Younger students will seek community college education.

4. The growth of retail and commercial businesses will provide more career advancement opportunities.

5. The expansion of medical service will increase demand for nursing and medical technicians.

Priorities and Plans

1. The college plans to increase the number and size of the health occupation programs by 1995.

2. The college plans to increase transfer offerings.

3. The college plans to complete a new technical building by 1992.

Lower Columbia College

Environment

Lower Columbia College serves Cowlitz and Wahkiakum counties. The college has had one of the highest levels of service to its population in the state. Given that a very modest gain of population is projected for the area over the next several years, the college's enrollment levels will remain fairly constant.

The economic well-being of the community has depended on the timber industry in a large part. Some shift away from that dominance is expected in the years to come. A larger share of employment will be in the service industries and business. However, resource industries will remain key to the generation of wealth for the area. Economic ups and downs in the service and resource industries will continue to influence the potential educational needs of the area.

In the past the area has been isolated from opportunities for postsecondary education other than Lower Columbia College. The projected Washington State campus in Vancouver and the presence of Linfield College on the LCC campus will likely increase the demand for academic education since placebound individuals can now reasonably expect to complete an undergraduate degree.

While the service level will remain stable in Lower Columbia College's district, shifts in the economy and the needs of the local population will require that the college's staff modify its programs to fit these changing priorities.

Educational Needs

Technological changes and shifts in the economy will require that LCC plan for the retraining of the existing workforce. Shifts from resource employment to the service industries will require changes and additions to the college's vocational programs. In addition, advancing technology will change the content of many jobs so that continual upgrading and retraining will be required.

Greater access to undergraduate degrees and graduate school for placebound persons will fuel the demand for more academic training at the college. At the same time, people who dropped out of elementary and secondary schools now are realizing that most opportunities for employment begin with a high school diploma or equivalent. Basic skills training at the college will continue to grow as more non-traditional students seek to increase their educational levels.

The need for trained personnel in the service professions is continuing to grow in southeastern Washington. Tourism, retail sales, small business and entrepreneurship and health care are becoming more important segments of the local economy and educational demands in these areas are projected to grow.

While quantitative changes in educational services of the college are expected, the staff also predicts that qualitative improvements in instructional programs will be required. Greater accountability for the investment of public funds in postsecondary education will continue to spur the faculty to develop strategies to teach the more complex skills related to problem-solving and critical thinking. Current technologies and up-to-date equipment will be needed in classrooms and laboratories.

Priorities and Plans

Reallocation of existing resources will be required to follow the shift to service industries. In addition, new resources will have to be found to update equipment and curricula to reflect changes affecting existing programs.

More adults are returning to the classroom to gain basic skills they never had or to review forgotten skills as they become more important in their lives. Others seek more complex skills. The college needs to improve and expand the basic and academic skills segments of its curricula to serve these needs. Improved support services are required for these people as well.

Given the changes expected of the college, resources also must be invested in evaluating how well its plans are being achieved. Additionally, more resources are required to upgrade personnel so that they have the skills and knowledge to carry out their tasks.

North Seattle Community College

Environment

North Seattle Community College's service area contains 43 percent of Seattle's population of 491,300. Approximately 58 percent of NSCC students reside in this service area, and the remaining number comes from the rest of the city and the greater metropolitan area. The college's student population is expected to reflect in the 1990s the city's growing number of immigrants, minorities and older people.

The typical problems of a large city--poverty, crime, high numbers of school drop-outs, and untrained and dislocated workers--exist in Seattle. These problems present a challenge for the city's community colleges to provide educational opportunities for high-risk students who must become skilled and productive citizens if the city is to thrive.

As a major port, business, technology, and arts center, the city's need for educated workers and citizens will grow in business, services, international trade, professions, and high technology. North Seattle's academic, technical and developmental programs must be responsive.

Educational Needs

The number of students needing basic skills and English-as-a-Second-Language will increase as the result of immigration reform and Seattle's location as a coastal city, a continuing high drop-out rate from Seattle schools, the Family Independence Program and the higher skill level demands of technological change. Training, retraining and continuing education for the area's work force in this time of rapid change will increase in North Seattle's technology, business, service and computer programs.

International trade training needs will increase in Seattle as businesses become more involved in exporting and importing. Rising admissions standards and higher tuition at area universities will increase the number of students in developmental and college transfer courses. An aging population will require lifelong learning opportunities.

Comprehensive student support services must be strengthened to serve the needs of the growing number of returning, minority, underprepared and disabled students. Student success and retention through assessment, tutoring support, financial aid, and greater personalization of services will be required to fulfill the college's mission of equality of opportunity.

Priorities and Plans

1. Strengthen student assessment, placement, tutoring, counseling, institutional research and instructional support to assure student retention and success.

2. Update equipment, curriculum and laboratories, increase technical support in high technology programs, and incorporate computer-aided instruction in all fields.

3. Respond to Seattle's growth in international business by increasing international trade training, foreign languages, ESL and international studies.

4. Increase the number of full-time faculty in the academic fields to assure quality instruction and to serve growing enrollments.

5. Develop a health fitness program and build a physical education facility to fulfill the college's commitment to comprehensiveness and to serve the educational needs of an aging population.

6. Expand basic skills courses, provide classes in neighborhoods, and increase evening and weekend offerings.

7. Increase training and development opportunities for college faculty and staff to stay abreast of changing technology.

8. Provide facilities for developmental education, the fine and performing arts and a student center.

Olympic College

Environment

The Olympic College district is diverse. Kitsap County is economically stable with below-average unemployment rates and above-average wealth indices. Mason County is less stable, but the worst of the economic decline for Mason County appears to be over. Kitsap and Mason counties vary in their demographic and social characteristics, and projected population growth and employment opportunities will not change the status quo. The drop in forest products occupations in Mason County will be offset by the expansion of service jobs. Kitsap County will remain heavily dependent on military employment but will also experience rapid growth in the retail trade and service occupations.

The population growth of Mason County will be slight while Kitsap County will continue to expand. As with the state, the 18-year-old population will decrease by 1995 but experience growth by the year 2000. Thus, the college can expect to serve a growing population across all age groups, but especially in the 30-to-39 age group. The demands for educational services will increase for both general education and the vocational fields of business, health, and technology.

Educational Needs

The college will have to respond to the at-risk student, both the first-time enrollee and the older student, with proper assessment, counseling, and placement. The emergence of high technology applications in all fields will require the college to expand its courses, staff, and equipment to meet this demand. The population growth will increase the demand for skilled workers in business and service. Social problems such as AIDS, substance abuse, child abuse, and care of the elderly will require the college to expand courses, staff, and facilities to meet the demand. The increased cost of education at residential four-year colleges and stricter standards of admission will increase the number of students taking the first two years of a baccalaureate degree at the community college, or completing a vocational program.

Priorities and Plans

The college will add to or expand its programming as follows:

1. Incorporate an assessment and placement program for identifying and counseling at-risk students, and prepare an appropriate curriculum to assist such students.
2. Integrate computers and computer applications into all instructional disciplines and programs.
3. Undertake a comprehensive program review.
4. Adjust vocational program curricula to include life-long learning concepts in order to upgrade and retrain experienced workers.
5. Assist in the modernization of the Puget Sound Naval Shipyard Apprentice School equipment and the addition of staff.
6. Develop curricula which addresses social problems such as AIDS, substance abuse, child abuse, and care of the elderly.
7. Revise specialized technical programs into a comprehensive program to prepare multiple-skill workers.
8. Develop a physical therapy assistant program, and implement it as feasible.

Peninsula College

Environment

While Community College District #1 is distinguished by surrounding beauty, recreational opportunities, and a vast amount of natural resources, it is also challenged by a widely dispersed and older student population, by rapidly changing economies, and by its remoteness. Currently, Peninsula College is the only postsecondary resource for a population spread across 150 miles of roadway.

Limits in FTE allocations have handicapped Peninsula College seriously in its delivery of educational services to its district. Despite a proud academic and vocational record, Peninsula College is prevented by inadequate FTE levels from fully serving a population trying to deal with this rapidly changing socio-economic environment.

Educational Needs

As education and training needs of Community College District #1 are in transition, the college will need to expand some vocational areas, delete and/or restructure some programs, and increase its academic offerings and its developmental (remedial) programs. Resources to retrain faculty and to prepare them for changed teaching responsibilities will be needed. Sophisticated kinds of equipment as well as facilities to meet changing demands will be required in the future.

As society's need for knowledge grows exponentially, the role of libraries as repositories of information will continue to shift toward knowledge brokering. This phenomenon has been accelerated by rapid changes in technology. Technical applications in the library environment must become increasingly diverse and responsive to more sophisticated needs of users, including students, faculty, managers and the public. This will include needs for library automated access systems, print materials, upgrading or replacement of media equipment, investment in nonprint media resources, and establishment of new equipment for the planned media production facility.

Priorities and Plans

Peninsula College's first priority is to acquire an adequate FTE allocation through the year 2000. The college is currently 26 percent below the state average in the ratio of FTEs to district population. If Peninsula College were at the system average, the present allocation would be 1,268 FTEs, not 1,007.

The plans for Peninsula College to serve its community between now and the year 2000 are incorporated into priority categories that specifically address the needs for maintaining a responsive and effective stance. These categories are not listed in descending order. They represent interrelated and necessary steps in accomplishing goals.

Priority Category One relates to equipment and materials. Several factors such as equipment age, significant technological advances, increased usage, and new program demands require the college to update equipment. Also, acquisitions are needed to equip long distance learning technologies and planned extension centers. Equally important is the need to update the insufficient supply of instructional support materials in the Library Resource Center, both in print materials and in nonprint media resources.

Priority Category Two responds to the significant changes in social and economic patterns in District #1, and to the related plans the college has established for accommodating program needs. Plans address the impact of the Family

Independence Program and needs in health and nursing care. Additional plans respond to increased automation, changing job markets, international trade, tourism/hospitality, and the need for a small business assistance program. Degree courses to be offered during evening hours and special programs for senior citizens are also included in the plans.

Priority Category Three addresses needs for increased assessment and related remedial and ESL programs, which also result from changes in social and economic characteristics of the Peninsula College community.

Priority Category Four speaks to a long-standing need for upper division baccalaureate program assistance. For a community whose nearest access to baccalaureate degree means a two- to four-hour commute, it is necessary to make that education accessible locally. Peninsula College is prepared to work with baccalaureate institutions in an effort to meet that goal.

Pierce College

Environment

Pierce College serves the residents of greater Pierce County from four primary locations: Fort Steilacoom Campus and Puyallup Campus, and Fort Lewis and McChord. The college's students come primarily from South Tacoma, Lakewood and Puyallup; however, many come from eastern Pierce County as well.

The economic condition of the district is diverse and currently is depressed with major companies such as Asarco, Hygrade and Tacoma Boat experiencing closure or drastic cutbacks. Unemployment is high; displaced workers and homemakers are increasing in number. The area is also experiencing a rapid growth in minority population. Programs for the unemployed, under-educated, under-employed, illiterate and the foreign born are in high demand. Limited state funding and reductions in military funding will impact how the college serves these populations.

Population centers are changing within the district, dictating a need to deliver comprehensive services to more remote areas. This will necessitate development of consistent programs and services and cost-effective delivery modes. Funding for Pierce College is extremely limited.

Educational Needs

Many of the educational needs of the area center around basic skills and ESL education. These needs are dictated by a large Korean population, by immigration reform, the Family Independence Program, and by cuts in the military budget. The college needs to serve the unemployed, dislocated workers, displaced homemakers, and functionally illiterate clients. Similarly, Pierce College needs to provide job training and upgrading for district adults.

Priorities and Plans

1. Complete restructuring of developmental education and related support services.

2. Implement at least two new vocational programs by fall of 1989.

3. Implement a full-scale Cooperative Education Program over the next two years.

4. Implement an ethnic awareness program throughout the institution to correspond to the college's changing ethnic mix.

Seattle Central Community College

Environment

Seattle Central serves seven neighborhoods in the heart of the city of Seattle. These neighborhoods are characterized by higher-than-average numbers of ethnic minorities, elderly, disabled, uneducated, unemployed and low-income individuals and families.

According to United Way of King County and the Puget Sound Council of Governments, these neighborhoods will experience the following changes in population and employment by the year 2000: (1) An increase in those 60 years old and older; (2) a decline in the school-age population; (3) an increase in the number of single parents; (4) an increase in special needs groups, including the disabled, women, and immigrants; (5) increased use of technology and automation in industry; (6) little growth in manufacturing industries; (7) increased numbers of women and minorities in the work force, and (8) smaller firms (fewer than 250 employees) less than four years old accounting for most of the employment growth.

Nearly 75,000 new jobs are expected to occur in the neighborhoods in nearest proximity to the college, in particular within the Seattle Central Business District (43,289 new jobs) and the Denny Regrade (12,549 new jobs).

Educational Needs

1. The growth of small businesses will require workers who are "generalists" more than specialists. Vocational training programs will need to train students for versatility.

2. The changing nature of the workplace calls for short-term retraining programs. It also requires that workers be in a nearly constant training mode. Automation requires more "technological literacy," i.e., workers skilled in problem solving, conceptualization, verbal communication, attentiveness to a task, and the ability to function as a productive member of a work group.

3. Adult learners require alternative methods to engage them in the teaching-learning process.

4. The need will increase for evening courses as the workforce increases.

5. Immigrants will require continued Adult Basic Education and English-as-a-Second-Language programs. High numbers of high school drop-outs indicate the need for high school completion and GED programs. The high numbers of ethnic minorities, women, and handicapped individuals call for special services to help them gain access to educational programs.

6. Low- and moderate-income transfer students will choose community colleges over four-year schools because of relatively low tuition rates and proximity to their homes. For this reason, a strong college transfer program should continue to comprise approximately 34-36 percent of SCCC's effort.

Priorities and Plans

1. The college will implement new programs to attract a greater share of the workers who will fill the projected 75,000 new jobs in the service area.

2. The college will implement new articulation programs with local high schools. Thus, although the numbers of high school age students is expected to decrease by approximately nine percent from 1987 to 2000, the college expects to attract a larger percentage of those students.

3. Because of the changing nature of work, the college plans to develop five new vocational offerings by 1992 in media technology and theater arts, manufacturing

technology, retail and distribution of technology, and building management technology.

4. Because of the great number of legal firms in Seattle, the college will initiate a program to train legal paraprofessionals.

5. Because of the great many health care facilities in the immediate vicinity of the college and the need for paraprofessional technicians in several health care fields, the college will revise its health curricula to emphasize core skills coupled with short-term specialized training in several areas.

Shoreline Community College

Environment

Increased population growth in the district's eastside communities (Bothell and Woodinville), coupled with significant economic development and expansion is necessitating the need for increased access to higher education and educational support services.

The increase of an older student constituency seeking training and retraining to meet changing technology is anticipated. The development of improved services to meet the needs of this population will be essential. Improved college/industry linkages will provide greater opportunities for "customized" educational opportunities.

The college has experienced and continues to experience an increase in students seeking transfer degree programs and courses. Between fall 1985 and fall 1987 the number of additional students has risen by 667, an increase of 26 percent.

With increasing awareness of basic skill deficiencies among entering freshman the college will seek to develop an extensive assessment and basic skills program. Greater retention is expected thus increasing enrollment pressures.

Development of a viable evening program to provide opportunities to complete an associate degree will be a high priority during the 1989-91 biennium. Many prospective students are now in the workforce and attendance in the evening is their only available opportunity to access education.

Educational Needs

Specific educational needs as identified within Shoreline's plan include:

1. Increased numbers of students seeking academic transfer will enter higher education through the community college.

2. Approximately 34 percent of entering freshmen will need basic skills remediation.

3. Students in greater numbers will seek evening education.

4. Single heads-of-household, particularly disadvantaged women, will seek further education.

5. Increasing numbers of minorities will seek education and be recruited.

6. Small industries and businesses will seek further training for their employees.

7. Adults and high school drop-outs will seek literacy skills and training.

8. Immigrants and refugees will continue to seek assistance.

9. Changing K-12 certification requirements allowing use of community college credit to maintain certification for teachers will increase continuing education offerings.

10. The need to maintain "technological literacy" will increase.

11. The demand for short-term training will increase.

12. High School Completion and GED programs will increase.

13. There will be increased demand for health care professionals.

14. General education curriculum components within vocational programs will become essential to meet accreditation standards and the needs of the work place.

15. Increasing numbers of adults 23 and older will seek education.

Priorities and Plans

Plans and priorities to address Shoreline's identified educational needs have been developed through an extensive planning

process. Plans include the following in priority order:

1. Expand academic transfer degree offerings.

2. Establish a nine-quarter evening associate transfer degree program.

3. Enhance the basic skills/assessment program.

4. Establish a comprehensive computer-assisted advising/student tracking system.

5. Establish an assessment center to provide basic skills and outcomes assessment.

6. Development a student outcomes assessment program, provided funding is available.

7. Improve minority admissions and retention efforts.

8. Improve day care services.

9. Establish an educational service center within the Northshore community.

10. Expand offerings in continuing education and customized training to serve educational needs of business/industry and the professional community.

11. Upgrade outdated equipment in all programs in an effort to achieve technological currency.

12. Improve library collection to achieve currency.

13. Maintain student placement center to provide employment opportunities for graduates.

The accomplishment of these plans and priorities will be partially contingent upon the level of the FTE allocation and funding available in the next biennium. The completion of the above plans will move Shoreline into the 90s with quality educational programs and a strong commitment to serving the community.

Skagit Valley College

Environment

Skagit Valley College serves a district (Skagit, Island, San Juan counties) in which it is the only postsecondary institution. As such, the college is the primary center for all higher education activities--academic lower division, vocational, cultural, and adult and continuing education. The citizens of this district look to SVC for all of these services plus special training programs for business and industry. Moreover, SVC has worked cooperatively with the counties, cities and public schools in the development of successful programs.

The population growth in District 4 has steadily increased. At times, the district has included some of the fastest growing areas in the state. In-migration continues and it is expected that this will produce a larger population than has been anticipated. The predicted decline in certain age groups has not really occurred.

Many people in the population are under-prepared to participate in postsecondary educational work; there are more high risk students of all ages in the population than previously realized. The greater numbers of minorities entering college account for a large part of the high risk population.

With the economy in transition, many challenges and opportunities are available to SVC. For example, different types of vocational programs are needed today than were needed ten years ago. Therefore, with an increasing population in a desirable part of the state, coupled with a high level of service (which should return to the previous level of 37.3 in 1979-80), SVC should continue its growth.

Educational Needs

With under-prepared and high risk students comes the need for special consideration and special assistance if these students are to achieve their educational objectives; a quality educational program must take this into account. Today, more than ever, people must have a fundamental mastery of the basic skills in order to compete for jobs and function as citizens. Many potential students need assistance to enter college; the assistance may be financial or it may require mastery of basic skills, or development of attitude. This assistance can be provided by a "bridge" program.

Often the necessity for basic skills is coupled with retraining. Many displaced workers require retraining. Consequently, vocational education programs must remain current, and new vocational programs which reflect the needs of society must be implemented. Business and industry have unique needs which the college should address. Distant learners or placebound adults have educational needs. In District 4 there will be increased needs for education by naval personnel and their dependents. Finally, with an aging population and associated career changes, the college must address the program needs of the older students. An increased need for academic transfer courses is resulting from the needs of society and the needs of students.

Priorities and Plans

Program priorities have been developed to reflect the educational needs of students in District 4. Assessment of all students' abilities is moving ahead but needs greater resources to be completely successful. Bridging programs (i.e., Displaced Homemaker); greater testing, placement, special help and monitoring programs, and more emphasis on basic skills and developmental education, basic literacy, and advanced literacy (knowledge of computers and personal development) should be emphasized. New vocational

programs in fields such as paralegal, computer applications, and child care worker are needed. Because retraining is so vital for many citizens, SVC must improve ways to assist those who need service; this includes up-to-date vocational programs. Greater development of the Business Resource Center is needed as well as up-to-date courses for the needs of business.

Because academic education is growing and because of the desire to maintain quality in this aspect of the program, more sections of certain courses are needed. A core of full-time faculty is essential for quality. This is needed at the Whidbey campus and, to some degree, at the San Juan Center. Educational offerings could be improved at these centers through the use of modern technology and telecommunications. Distant learners throughout District 4 could be served by this technology.

South Puget Sound Community College

South Puget Sound Community College has as its objective the role of providing a comprehensive curriculum responsive to the community's needs and assisting students to define and meet their educational, career and personal goals. Over the past several years it has become more and more difficult to achieve this goal in light of the rapid growth of the community.

In 1981, South Puget Sound Community College (then Olympia Technical Community College) offered only vocational classes and served 1,811 FTEs. Today the college serves 1,813 state-funded FTEs, although the number of college-aged students in the college's service area has increased by 16,000 people. In the past two years the college has experienced a significant increase in the number of full-time students. Faced with an enrollment lid, immigration from communities outside of the college's service area which are geographically tied to Olympia, and the foregoing factors, it is most difficult to meet the needs of the college's service area. Over-enrollment continues to be a major problem. This pressure is expected to increase as the county's population growth continues through the end of the century.

Environment

Since 1980, Thurston County has experienced a 17 percent increase in its population. Over this same period, the college's service level has declined 24 percent. Regional planning information reveals that this population growth will continue through the year 2000 and will be largely attributable to increased governmental employment, successful economic development activities, and the continued evolution of the Olympia area as a regional center for much of Southwest Washington. The county's senior citizen population will continue to grow.

In addition to a large professional community supporting state government (the county's major employer), the greater Olympia area has as its nucleus a significant retail and service sector anchored by two major shopping malls, a regional auto mall, and a significant health care industry.

The county's growth pattern is further exemplified by the increase in high school age groups. Two new area high schools are in the planning stages and the number of high school juniors taking the Washington Pre-College Test and indicating that South Puget Sound is their "college of choice" has doubled.

Educational Needs

As identified through the college's master planning process, there is need within the community for new educational programs ranging from food service to legal assistant, computer repair to marine science and office administration to early childhood education. There is also a growing need to educate individuals to fill specialized allied health positions in such fields as geriatric care, home health care and physical therapy.

Also of significance is the growing demand for basic skill education and for continuing education offerings enabling employees to meet changing job requirements and expectations. Of major concern to the college is the task of meeting the community's interest in academic/transfer classes while adding to the curriculum new academic programs to meet needs of today's and tomorrow's transfer students.

Priorities and Plans

The first priority of the college will be to meet the needs of the community for academic transfer. The breadth and depth of the program will be expanded by adding classes in art, music, the

humanities, foreign language, speech, marine science, mathematics, psychology, political science, history and English.

The second priority will be to develop the college's food service program to meet the needs of the growing restaurant and hospitality industry in the community. The third priority is to meet the community's needs and interests in the basic skills program, followed by expansion of the continuing education program to aid those who are employed and must update their job skills.

Next in importance is expanding the scope of the college's business offerings to serve the growing business sector in the community. This will also include the development of a legal assistant program.

Contingent upon funding and facility availability, the development of programs in the allied health area and early childhood education falls in the next level of importance, as does providing a rich array of senior citizen classes and a computer repair program complementing the existing electronic technology program.

South Seattle Community College

Environment

South Seattle Community College serves a community which includes the city's major manufacturing and wholesale trade enterprises, as well as industrial, retail and shipping firm, ranging in size from The Boeing Company to small two- or three-employee operations. About 30 percent of Seattle's population resides in the college's service area, the majority in the middle to lower socio-economic class. For example, 34 percent of the city's lower-income families and 41 percent of poverty-income families live in this area. It contains 54 percent of the city's Asians, 47 percent of its Blacks, 36 percent of its Hispanics, and 33 percent of its Native Americans.

Several large shipbuilding and structural construction plants have closed during the past four years in the southern portion of Seattle. The Seattle Chamber of Commerce estimates that nearly 2,200 people have lost their jobs as a result of these closures, impacting directly as many as 6,000 individuals with an indirect but significant impact on as many as 20,000 support and service workers. The Washington Employment Security Department reports nearly 1,700 people collecting unemployment during the spring of 1987 as a result of these plant closures. Most require retraining, thus creating a heavy impact on the institution. Limited funding and enrollment caps make it virtually impossible to respond without an external source of contract funding. This process also places a difficult burden on an already underfunded institution.

At the same time, other established companies are expanding employment with an increased emphasis on the use of modern production technology. The number of small businesses with less than 20 employees is also expanding at a rapid rate. In addition, service-provider companies are in a strong growth mode. Each requires trained employees.

Educational Needs

Increased numbers of refugees and immigrants will need ABE/ESL and high school completion. Already many are on waiting lists for these classes. The rapid increase in people returning to college with inadequate basic skills will increase the need for developmental education and student assessment. Growing numbers of dislocated and displaced workers due to changes in area industries and technologies will necessitate expanded opportunities for vocational training and retraining. Employer needs for job-specific skills will also increase demand for such training and retraining, and for training contracts with individual firms. Currently the college is turning away many requests for training due to lack of basic financial support, staff, equipment, enrollment caps, and appropriate facilities.

Enrollment pressure will continue to escalate in well-established training programs such as airframe and powerplant (aviation mechanic), avionics, digital control/robotics, restaurant management, drafting/computer assisted design, automotive technology, and accounting. Currently there are waiting lists in these programs; during winter quarter 112 sections of scheduled classes were closed perior to the start of classes, and hundreds of people were either turned away or forced to take classes that were not their first choice.

Technological changes are mandating that workers either expand current skills or retrain for new skills in such areas as fiberoptics, lasers, composite materials, advanced industrial computer operation, digital control technology, avionics, and robotics.

Priorities and Plans

1. Increase assessment and developmental education courses. Need additional staff at an annual cost of $110,000 plus benefits (four teachers).

2. Increase enrollment in existing vocational programs to accommodate one-half of the waiting lists. Annual cost of $165,000 plus benefits (six teachers) and new equipment, $350,000.

3. Increase ESL/ABE/AHS classes to accommodate one-half of current waiting list. $82,500 plus benefits (three teachers).

4. Increase opportunities for contracting with local industries for job specific training. $82,500 (three teachers), new equipment $200,000, and new or remodel facilities.

5. Develop new technological training programs. Developmental costs of $50,000, salaries at $110,000 plus benefits (four faculty), $275,000 for new equipment and need new and remodeled facilities.

Spokane Community College

Environment

Spokane Community College offers a host of unique business and educational services and is regarded as one of the area's strongest economic development factors. The SCC campus has grown from its origin as a vocational-technical school to a comprehensive community college with technological and transfer capabilities to serve the ever-changing needs of the region. Quality career skill education leading to a two-year Associate in Applied Science degree remains a traditional strength of the college, and a recently expanding emphasis on liberal arts and preprofessional programming leads to Associate in Arts degrees for transfer to four-year institutions.

Educational Needs

Changes in student population trends and new employment markets are causing Spokane Community College to place more emphasis on basic skills courses, retraining opportunities, short-term programming, flexibility in occupational offerings, adequate funding of the assessment effort and a return to an expanded on-campus/off-campus continuing education program.

Priorities and Plans

The changes in services and programming at Spokane Community College are contingent upon funding of the following campus priorities:

1. Modification of block programming and expansion of continuing education.

a.	Part-time faculty salaries	$170,000
b.	Apprenticeship faculty salaries	70,000
c.	Goods & services	60,000
	Total	$300,000

2. Expansion of basic skill offerings and assessment services.

a.	2 classified staff	$ 35,000
b.	1 counselor	25,000
c.	1 basic skills faculty member	25,000
d.	Goods & services (assessment)	40,000
	Total	$125,000

3. Changing the mix of occupational, transfer and support course offerings.

a.	Retraining of 6 faculty members	$ 90,000
b.	Hiring 4 new faculty members	120,000
	Total	$210,000

4. Expansion of student support services.

a.	Capital Proj. (Student Union Bldg.) (Local Funds)	$1,300,000
b.	Capital Proj. Career, Placement & Co-op Education Ctr.	$150,000
c.	Retention/Advisement Staffing	25,000
d.	Day Care Services	12,000
	Total	$187,000

CAMPUS TOTAL: $822,000

Spokane Falls Community College

Environment

The environmental factors that will influence enrollment and planning at Spokane Falls Community College and the Institute for Extended Learning are:

1. The changing of Spokane's economic base to a service-oriented, small business, light manufacturing emphasis.

2. The building of a higher education complex offering upper division and graduate classes in Spokane.

3. An improvement in the economy in general and construction of new plants in the outlying five counties of District 17.

4. The increased need for an information/service based economy to employ workers with improved basic skills.

5. The desire of more disabled, handicapped, minority persons and students with learning disabilities to obtain additional education and improved job entry skills.

6. The Family Independence Program.

7. An increased number of senior citizens.

8. Raised admission standards and tuition costs at the area's four-year colleges and universities.

9. The desire of rural adults to improve their educational level.

10. The increased emphasis on health and wellness related to quality of life.

11. Increased citizen awareness of global markets.

12. Increased jobs in telecommunications.

Educational Needs

The above environmental factors will result in the following educational needs:

1. Expanded programs and facilities to serve the needs of physically disabled and learning-disabled students.

2. Expanded programs to provide remedial and developmental education.

3. Expanded programs in the human services areas.

4. New entry-level technical programs in telecommunications and computer literacy.

5. A telecommunications delivery system to provide education to rural citizens.

6. Expanded programs in international education, foreign languages and global awareness.

7. Expanded programs for the incarcerated.

8. Expanded programs in small business development.

9. Expanded student services in the Institute for Extended Learning.

Priorities and Plans

To meet the above needs the college plans to:

1. Strengthen and add assessment, placement, counseling and intervention programs.

2. Construct a new wing on the Science Building to house a Campus Computing Center, Telecommunications degree program and an expanded Mathematics Learning Center.

3. Add space to the Daycare/Early Learning Center, the Business Building, and the Library and Music Building.

4. Purchase telecommunications equipment to deliver instructional programs to rural areas.

5. Add teaching facilities in the rural areas.

Tacoma Community College

Environment

Tacoma Community College serves a county expected to experience substantial population growth over the next decade. Pierce County continues to have a greater minority population in terms of percentage than the rest of the state, with most of the increases occurring as a result of an influx of Blacks and Asians.

Pierce County continues to suffer the economic effects of the declines in wood products and other manufacturing industries. The services sector is expected to provide the greatest increase in jobs over the next decade, with major increases occurring in health and business, and some increases in light manufacturing (electronics, printing, publishing, etc.). Pierce County's unemployment rate is expected to increase slightly during 1988 (8.2% to 8.5%) and it will be significantly higher than that of neighboring King County (6.2%).

The labor force is expected to follow national trends. The number of young people available to fill entry-level jobs will decrease, and minorities, women and immigrants will make up most of the growth in the next decade. Most of the work force is in place now and will age during the same period. Job demands during the 90s will require higher levels of skill; some will require computer and business skills. Over 25 percent will require college or advanced technical training.

Pierce County has a high percentage of its population with less than a high school education. A much smaller percentage of Pierce County residents have college degrees than neighboring King County (23% compared to 14%).

Educational Needs

The increase in foreign-born persons in Pierce County will increase the need for ESL and basic skills programs. Women, minorities and immigrants will need skill development programs and special services like child care. Low participation rates of minorities in higher education will require programs that increase awareness and access. Changes in job skills and technology will require the training and retraining of people experiencing job change or dislocation. The serious drop-out rate of the Tacoma Public Schools and the below-average level of educational achievement in Pierce County will increase the demands for high school completion, G.E.D. preparation and other remedial/developmental programs.

Changes in the requirements for the credentialing of teachers will increase the demands for first- and second-year university parallel programs and some vocational areas. Increased costs of higher education will also bring more four-year bound students to the college's university parallel program and require the offering of more second year courses.

The efforts to attract new business and industry and to encourage the development of small business will increase the demand for specialized training and skill development programs, especially those addressing the use of computers and information systems. Allied Health programs will need to grow to address shortages in this field. Programs related to the Pacific Rim will be needed as the Port of Tacoma increases trade with other Asian countries.

Priorities and Plans

In order to address the educational needs of Tacoma/Pierce County, the college needs the enrollment allocation and dollar resources to do the following:

1. To increase full-time faculty in all program areas.

2. To expand existing and develop new Allied Health programs.

3. To expand training/retraining programs for business and industry.

4. To strengthen assessment, advising and placement, to assist underprepared students.

5. To increase basic skills courses in reading, writing and math, as well as high school completion, G.E.D., adult basic education and English-as-a-Second-Language programs.

6. To develop a modern learning resources facility.

7. To expand programs in the use of computers and information systems.

8. To expand programs to recruit minorities and meet the special needs of high risk students.

9. To expand special programs and services for women and increase child care services.

10. To increase staffing in student services functions.

11. To expand both off-campus centers.

12. To increase maintenance of the campus and refurnish facilities for staff and students.

13. To provide access for people who work or are homebound through telecommunications.

Walla Walla Community College

Environment

Minimal population growth is anticipated district-wide with the exception of the Clarkston area in which the population is growing at a faster rate. A greater percentage of growth is anticipated in the 30-54 age group. A significant enrollment increase is anticipated among newly-naturalized Hispanics due to the Immigration Reform and Control Act of 1986.

Southeastern Washington economy is currently depressed by the slumping agricultural industry. The labor market is also depressed with most jobs available in the retail and service areas. The workforce is aging and fewer young workers are finding jobs. More women and ethnic minorities are joining the current group of job seekers.

Traditional family characteristics have changed significantly and will continue to change even more. More single parents, both male and female, exist today; more mothers are leaving home to work; more parenting responsibilities are being shared by parents; and more ethnic minorities (Hispanics in southeast Washington) are seeking social status.

Educational Needs

Greater demands will be placed on the college to provide training in social skills, ESL, parenting, daycare and counseling. With the implementation of the Higher Education Coordinating Board Master Plan, more students who might have chosen a four-year college or university for their undergraduate program will now attend the community college, thereby increasing the demand for lower division academic transfer programs.

The numbers of students enrolling in academic transfer programs are growing at impressive rates. Some academic programs will have to be expanded to meet the demand. Adult illiterates, GED applicants, and immigrant Hispanics will all place significant pressures on the Developmental Education Program. Displaced workers along with other adults seeking a change in jobs or lifestyles continue to grow in numbers. Special students include farm and ranch owners and managers and small business owners who need specific help in managing their operations through difficult economic times. WWCC's new Clarkston Center will attract expanded enrollment in every category of the program.

Expansion of several academic programs (e.g., science) is being planned to accommodate growing enrollment. Changes in the social demographics of the region will create the need for programs which help new and old citizens understand the changing culture. A strong emphasis is being placed on programs which aid depressed farm and small business operations. New technology programs leading to future employment also have a high priority; e.g., Veterinary Technology. Developmental Education will expand its services to accommodate growing numbers of special students in need of basic skills. The Student Services program will be stressed to keep up with the needs of the expanded enrollments. Counseling needs including assessment, advising and placement will receive renewed attention and support.

Priorities and Plans

The first priority of WWCC is the Clarkston Center which will open in the fall of 1988. An increase of 118 FTE students is anticipated at Clarkston in the next biennium and the college will face a great challenge in meeting the needs of these additional students.

Priority 2 includes the expansion of the Science program. Increased enrollment demands have caused over-enrollment which can only be accommodated through expansion. Up to five additional science offerings are being planned.

Priority 3 involves a program designed to provide managerial help for the farmer/rancher who is unprepared to manage in agriculturally depressed times. The Adult Farm Management program is growing rapidly and needs to expand even more to serve.

Priority 4 -- The Student Service program plans to develop a new strategy to cope with student attrition. Improvement in the quality of student assessment, advising and academic placement lies at the heart of the program.

Priority 5 -- The library is inadequate to serve the needs of the students. Besides being too small (over 9,000 sq. ft. less than state recommendations), the number of volumes in the current collection is inadequate. The collection needs the addition of 15,000 volumes to bring it up to recommended standards. Many of the current volumes are outdated.

Priority 6 -- Instructional equipment, especially computers and software, are needed throughout the college. Equipment in the technology programs needs to be constantly upgraded to keep up with industry.

Wenatchee Valley College

Environment

Wenatchee Valley College will be impacted through the year 2000 by demographic, social and educational characteristics leading to increased demand for health education, immigration support, academic transfer, technical training, and enhanced evening and off-campus programs. The largest labor market in Community College District 15 increased 7.4 percent in population growth. Chelan County experienced a net in-migration of 1,908 citizens between 1980 and 1986.

The enrollment pressure will come from increased needs for specialized health care and an emphasis on fitness for life health needs. As more and more learners seek to enhance their academic and technical skills to improve their employability, Wenatchee Valley College has been forced to deal with an environment that reflects students seeking basic skills at a level that enables them to enter our vocational and academic programs.

North central Washington has the fastest growing Hispanic population in Washington state because of migrant workers who have utilized the Immigration Reform Act to become permanent residents.

Larger numbers of academic transfer students, encountering limited enrollment opportunities and escalating tuition and college expenses, are enrolling at Wenatchee Valley College.

Unemployment remains in the 10 to 23 percent level throughout Chelan, Douglas, and Okanogan counties. Large numbers of individuals living below the poverty level, coupled with the state's highest rate for teenage pregnancies and single mothers on assistance, are environmental factors in District 15.

Educational Needs

North central Washington medical facilities, including a large health care clinic, a comprehensive multi-care hospital, and an eye and ear clinic, are bringing an increased need for prescriptive, preventive health care courses in physical exercise and fitness.

As greater numbers of students are properly assessed and placed in academic, vocational, or developmental programs, the enhanced persistence rate will increase the number of students requiring quantitative skill development, English-as-a-Second-Language and supplemental instruction.

The high growth in numbers of Hispanics will require additional ESL, ABE, math development and supplemental instruction courses.

The increased demand of students to remain at Wenatchee Valley College rather than transferring after the first year will require more second-year courses in business administration, science, math, social science, humanities, and health and physical exercise.

As north central Washington attempts to combat its unemployment problems and meet the governor's Family Independence Program expectations, additional courses will be required in business/commerce, data processing, health services, public service, mechanical/engineering, home/natural science, and occupational support.

Priorities and Plans

Wenatchee Valley College intends to respond to the district's environment and educational needs by implementing a balanced and comprehensive plan over a six-year period.

The college plans to supplement its allied health program with a fitness-for-life curriculum.

Wenatchee Valley College has identified a significant number of students who would be more likely to remain in college given a stronger developmental learning program.

Because of the impact of the Immigration Reform Act, the college plans to implement additional programs in counseling, ABE and ESL.

Because of the impact of larger numbers of academic transfer students, the college needs to reinstitute second-year programs in engineering, math and science.

Because of the impact of double-digit unemployment, child care services, and programs that have an impact on the reduction of the poverty, support of the governor's Family independence Program will need to be developed in conjunction with vocational, vocational counseling, and career/work experience programs.

Whatcom Community College

Environment

Population growth in Whatcom County is predicted to be 15 percent for each of the next two decades. The population is aging similar to that of the state as a whole, though there is not the decrease in 17- to 22-year-olds which is evident in the state in general. The county's major minority group are Native Americans who are being served in disproportionately high numbers by Whatcom Community College.

The economy in Whatcom County is stable and not impacted by large fluctuations in either new employment or major layoffs. There are several major employers including Western Washington University, Georgia Pacific, Intalco, Arco, Mobil and a major dairy farming industry. Small business and the services industries are growing at a rate consistent with the area's population increase.

Educational Needs

Whatcom Community College has only recently experienced the strong enrollment growth exhibited by the older community colleges 10 to 15 years ago. Because of its later maturity and the "freezing" of enrollment growth, the college has been artificially held well below a reasonable enrollment allocation figure. Its state-funded service level per 1,000 population is the lowest in the system, while the unfunded percentage of demand is the greatest. That demand was dramatically increased with the completion of the college's first major state-owned facility in the fall of 1987.

Whatcom Community College promises to play an ever-increasing role in the educational and economic development of the county. It serves more Native Americans than any other Washington community college and is just now beginning to attract recent high school graduates. That attraction for recent high school graduates and the fact that they are not a declining age group in Whatcom County promises to place further enrollment pressure on the college. Whatcom Community College has a demonstrated demand of more than 200 FTES above its state-funded enrollment level. That pressure is expected to increase significantly as the college is called upon to take an increasing role in small business and economic development. WCC is a major provider of retraining and re-education opportunities for adults whose skills or jobs have become endangered or obsolete. The college also expects to steadily increase its role in initial vocational-technical training.

Priorities and Plans

Priority 1: Because of the artificially low enrollment allocation and demonstrated high level of student demand, the college's first priority is to increase its state-funded allocation by an additional 200 FTES by 1989-90.

Priority 2: Because of present and future facility needs, the college plans to permanently consolidate and relocate 13,000 square feet of currently leased facilities to the central facility area by fall 1990.

Priority 3: Because of present and future land and facility needs, the college plans to acquire an additional 4.29 acres of property immediately adjacent and to the east of the main facility by July 1989.

Priority 4: The college plans to continue the development of its main Bellingham site while expanding services in the county, particularly Lynden and Blaine, as needs dictate.

Priority 5: The college plans to support efforts to achieve system salary equity.

Priority 6: The college plans to improve its vocational/academic mix to more closely approximate a 50-50 percent distribution.

Priority 7: The college plans to seek continued improvements in program and equipment.

Yakima Valley Community College

Environment

Most jobs in the Yakima Valley Community College service area are generated by agriculture and food processing. As a result, both employment and unemployment tend to be highly affected by seasonal factors. The area's greatest job growth is expected to come in the service industries as well as in finance, insurance and real estate. This growth has not yet ameliorated the area's high unemployment rates.

YVCC enrolls higher percentages of Hispanic (18 percent) and Native American (6 percent) students than the community college system as a whole. Ethnic enrollments are expected to continue to rise, due to two recent legislative acts. First, the Immigration Reform and Control Act, which gives legal status to many local Hispanics, will qualify previously illegal aliens for financial aid and other forms of assistance. Further, Washington State has recently passed the Family Independence Program which offers encouragement and incentives to welfare recipients to gain an education to improve their economic prospects. Since many of the Native American and Hispanic people in the area are below the poverty level, it is anticipated that this legislation will increase YVCC's percentages of ethnic minorities as well as other disadvantaged students.

The educational attainment levels for the Yakima service area, from which nearly 80 percent of the college's students are drawn, are lower than both the state and national averages. This is particularly true of ethnic minorities. For example, in Yakima County the Hispanic population averages 7.2 years of schooling. When compared with a statewide Hispanic average of 12 years, the underprepared nature of many YVCC students becomes apparent.

The Yakima service area is large and for many students the long commuting distance is prohibitive. Even if they are fortunate enough to own a car, which many of them do not, the cost of commuting is too high and the time away from their jobs is too great. Yakima Valley Community College has set up several branch sites, but the services at these sites are particularly inadequate. The "lower valley," which is a 40-mile drive from the main campus, is the poorest section of the service area and, not surprisingly, has the highest concentrations of ethnic minorities. In its planning process, the college has designated the lower valley as a focus for institutional growth and has exacted a commitment from the state to improve the physical facility at Grandview, but the college also needs to bring student services to this area.

Educational Needs

Hospitality-Tourism-Food Service Management will expand requiring more training.

The farm crisis in the predominantly agricultural economy of the Yakima Valley will require direct assistance to agricultural operators, and training programs will be needed to strengthen the agricultural enterprises.

Small business will constitute the major source of job expansion. Therefore, more business counselors and training in non-traditional modes will be required.

Due to a major economic development thrust, YVCC will be required to provide direct assistance to the district governmental entities and the private sector.

Due to the high demands of the labs (computer and automotive), lab assistants are required.

The Immigration Reform and Control Act (IRCA) has made 7,000 students in District 16

eligible for English-as-a-Second Language and citizenship.

There will be an increased need for Early Childhood Education workers.

Priorities and Plans

1. Strengthen existing programs in tourism-hospitality, food service, agri-business, and small business counseling and training.

2. Provide staff who can develop grant resources and design and plan on-site industry training projects.

3. Meet the educational needs of qualified immigrants by providing classes in each major population area: Grandview, Granger, Mabton, Sunnyside, Toppenish, Parker Heights, Yakima and Cowiche.

4. Double basic skills instruction in the towns designated as FIP experimental sites: Sunnyside, Toppenish and Goldendale.

5. Double the number of PLUS (Project Literacy U.S.) sites in the district in order to serve the large number of illiterates in the area.

6. Strengthen the assessment and placement functions by requiring all students taking six or more units to be formally assessed.

APPENDIX

Enrollment

Washington's community colleges have identified three enrollment objectives:

- To maintain service levels as the population grows.*
- To respond to environmental and policy changes affecting community colleges.
- To increase service levels in specific high demand geographic areas.

Community colleges are currently funded to serve 83,300 full-time equivalent students. Progress toward their enrollment objectives during the 1989-91 biennium will require FTE levels of 88,745 in 1989-90 and 89,304 in 1990-91. These are summarized for the system in Table 1.

This appendix describes the assumptions used to forecast the enrollment levels for each objective.

Table 1

WASHINGTON COMMUNITY COLLEGES
ESTIMATED IMPACT OF ENROLLMENT OBJECTIVES

	1989-90		1990-91	
Current Level		83,300		83,300
Population Growth (since 1986)		2,945		2,313
Response to Changes				
High School Seniors	649		986	
Work Force Training	950		950	
Ethnic Minorities	90		219	
Immigrants	250		350	
FIP Participants	251		581	
Subtotal		2,190		3,086
High Demand Areas		310		605
Totals		88,745		89,304

* Service levels are enrollment as a percentage of population.

Population Growth

From 1980 to 1986, Washington's adult population increased by 265,000. It is projected to increase an additional 199,000 by 1990. Between 1990 and 2000, the projected increase is 519,800 adults.

The geographical distribution of population growth varies throughout the state. Ninety percent is occurring in nine of the largest counties--King, Kitsap, Pierce, Snohomish, Thurston, Whatcom, Clark, Spokane and Yakima. Thus, population growth is affecting Washington's community colleges differently. Table 2 illustrates this by community college service area.

Table 2

Population Growth in Community College Service Areas 1980 to 2000

Community College Service areas	Population (in thousands)					Change		Total Change
	1980	1986	1990	1995	2000	1980-1990	1990-2000	1980-2000
Peninsula	50	55	55	60	65	5	10	15
Grays Harbor	60	60	60	65	65	0	5	5
Olympic	130	150	160	175	195	30	35	65
Skagit Valley	85	100	105	115	125	20	20	40
Everett	130	140	150	170	180	20	30	50
Seattle District	410	390	400	425	395	-10	-5	-15
Shoreline	155	165	175	190	195	20	20	40
Bellevue	195	250	280	295	350	85	70	155
Highline	160	200	205	220	245	45	40	85
Green River	145	160	175	185	230	30	55	85
Pierce	170	195	200	215	230	30	30	60
Centralia	50	50	50	55	60	0	10	10
Lower Columbia	60	60	60	65	65	0	5	5
Clark	150	160	175	185	205	25	30	55
Wenatchee Valley	70	80	80	85	90	10	10	20
Yakima Valley	145	160	165	175	185	20	20	40
Spokane District	320	335	345	365	380	25	35	60
Big Bend	45	45	50	55	60	5	10	15
Columbia Basin	100	100	105	110	120	5	15	20
Walla Walla	55	55	55	55	60	0	5	5
Whatcom	80	90	95	100	110	15	15	30
Tacoma	125	130	140	145	150	15	10	25
Edmonds	80	110	120	135	150	40	30	70
South Puget Sound	85	95	105	120	130	20	25	45
Totals	**3,065**	**3,330**	**3,530**	**3,760**	**4,050**	**465**	**520**	**985**

In order to forecast the impact of population growth on enrollment levels, current participation rates (1986-87) by age were used. "Participation rates" are the number of annual state-funded FTE-students enrolled per 100 persons aged 17 and older living in a college's service area. County population forecasts prepared by the Washington State Office of Financial Management (OFM) were used.

For colleges serving counties other than King, Snohomish and Pierce, there is a close alignment between county boundaries and college service areas. For these colleges, county population data was matched with college enrollment data. Table 3 shows which colleges serve which counties.

Table 3

Washington Community College System
Counties Served

No.	Community College	County
010	Peninsula	Jefferson, Clallam
020	Grays Harbor	Grays Harbor, Pacific
030	Olympic	Kitsap, Mason
040	Skagit Valley	Skagit, San Juan, Island
050	Everett	Snohomish
060	Seattle	King, Snohomish
070	Shoreline	King, Snohomish
080	Bellevue	King
090	Highline	King,Pierce
100	Green River	King, Pierce
110	Pierce	Pierce
120	Centralia	Lewis, Thurston
130	Lower Columbia	Wahkiakum, Cowlitz
140	Clark	Clark, Skamania, Klickitat
150	Wenatchee Valley	Chelan, Douglas, Okanogan
160	Yakima Valley	Yakima, Kittitas, Klickitat
170	Spokane	Spokane, Ferry, Stevens, Pend Oreille,Whitman, Lincoln
180	Big Bend	Adams, Grant, Lincoln
190	Columbia Basin	Benton, Franklin
200	Walla Walla	Walla Walla, Garfield, Columbia, Asotin
210	Whatcom	Whatcom
220	Tacoma	Pierce
230	Edmonds	King, Snohomish
240	So. Puget Sound	Thurston

Attendance patterns by ZIP code were used to determine service areas for the eleven colleges serving King, Snohomish and Pierce counties.

Population forecasts below the county level are prepared by the Puget Sound Council of Governments (PSCOG), not OFM. In the aggregate, the PSCOG forecasts are higher than OFM's, so they were reduced proportionately to equal OFM's county totals.

Table 4 on the following page summarizes for the system, the estimated impact of population growth on enrollment by age group. Table 12 shows the estimates for each college.

Sources

1. **Puget Sound Council of Governments (PSCOG): Population and Housing Estimates: April 1, 1986**; published April, 1987.

2. **Puget Sound Council of Governments (PSCOG): Population and Employment Forecasts: March 1984**.

3. **The 1988 Thomas Guide** (King, Pierce and Snohomish Counties Street Guide and Directory).

4. **Forecasts of the State and County Population by Year for Selected Age Groups: 1980 - 1987**; Office of Financial Management (OFM), F86-11, Population Estimation and Forecasting Unit, September 1986, for years 1988 through 2000.

5. **Forecasts of the State and County Population by Year for Selected Age Groups: 1980 - 2000**; Office of Financial Management (OFM), F86-11, Population Estimation and Forecasting Unit, September 1986, for years 1988 through 2000.

6. **Forecasts of the State and Population by Age and Sex (1980 - 2010)**; Office of Financial Management (OFM), F87-07, Forecasting Division, December 1987.

Table 4

WASHINGTON COMMUNITY COLLEGES
ESTIMATED IMPACT OF POPULATION GROWTH ON ENROLLMENT
BY AGE GROUP

	Historical		Current Biennium		Next Biennium		Long-Range		
	1980-81	1986-87	1987-88	1988-89	1989-90	1990-91	1995-96	2000-01	2005-06
Population									
17-22	467,078	396,814	395,852	398,670	396,486	392,474	366,763	430,732	464,219
23-29	551,549	545,761	541,415	534,380	524,321	510,014	485,461	463,031	510,915
30-39	628,027	779,903	790,629	801,405	812,023	820,222	830,660	788,122	743,946
40 +	1,420,438	1,609,137	1,659,553	1,711,245	1,758,725	1,808,154	2,075,822	2,368,816	2,638,063
Total	3,067,092	3,331,615	3,387,449	3,445,700	3,490,555	3,530,864	3,758,706	4,050,701	4,357,143
FTES									
17-22	40,917	38,285	38,875	38,875	39,971	39,192	36,085	42,870	45,697
23-29	22,398	18,524	17,699	17,699	17,691	17,233	16,548	15,787	17,581
30-39	14,726	16,696	16,505	16,505	17,333	17,470	17,486	16,548	15,673
40 +	9,328	9,795	10,221	10,221	11,250	11,718	13,923	15,743	16,751
Total	87,369	83,300	83,300	83,300	86,245	85,613	84,042	90,948	95,702
Service Levels (Participation Rates)*									
Total	2.849	2.500	2.459	2.418	2.471	2.425	2.236	2.245	2.196

* Enrollment as a percentage of population.

NOTE: This table is a summary of forecasts prepared using single-age years for ages 17 to 24 and 5-year age group for ages 25-60 and 60 + as a single group.

Changes Affecting Community Colleges

The simple continuation of current participation rates, as described in the preceding section, reflects only the impact of population growth. It is conservative in that it will not provide the resources for several community colleges to meet the needs of their communities or the state in 1989-91.

Community college planning identified several economic, social and policy factors that warrant revision of participation rates. Several of these factors will cause specific groups of people to seek community college education in greater numbers than before. Among these groups are:

- High school seniors;
- The workforce;
- Ethnic minorities;
- Immigrants; and
- Family Independence Program (FIP) participants.

The combined enrollment impact attributable to these changes is estimated to be 2,190 FTEs in 1989-90 and 3,086 FTEs in 1990-91.

The assumptions used to forecast the needed enrollment levels for each group are described in the sections that follow.

High School Seniors

An increasing number of Washington's high school students are choosing to continue their education and an increasing share of them are choosing to do so at community colleges.

The percentage of high school seniors who enroll the next fall in a community college or public four-year institution has increased

Table 5

Washington High School Seniors Continuing Their Education the Next Fall in Public Higher Education

	Actual							Forecast		
	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
High School Srs. Previous Fall	61,948	62,394	58,953	56,540	57,410	57,034	58,218	61,800	60,300	55,700
Total No. Continuing Their Education	19,952	20,642	19,902	19,707	19,457	20,522	21,540	23,175	22,914	21,445
Percent Continuing	32.2%	33.1%	33.8%	34.9%	33.9%	36.0%	37.0%	37.5%	38.0%	38.5%
High School Srs. Going to Community Colleges	11,192	11,899	11,187	10,962	10,965	12,075	13,090	14,137	14,207	13,510
Percent of Total	56.1%	57.6%	56.2%	55.6%	56.4%	58.8%	60.8%	61.0%	62.0%	63.0%

SOURCES: *Washington Office of Financial Management Higher Education Enrollment Report; Washington Superintendent of Public Instruction Enrollment by Grade Level Report.*

steadily from 32.2 percent in 1981 to 37.0 percent in 1987 (See Table 5). During the same time period, the share of these students choosing to go to community colleges has gone from 56.1 percent in 1981 to 60.8 percent in 1987.

There is more student awareness about the need for education beyond high school in order to increase earning ability. Therefore, the trend toward more seniors going on to college is expected to continue.

The share of seniors choosing to go to community colleges is expected to continue increasing for three reasons: (1) The continuing rise in tuition and other educational costs, (2) stricter admissions standards at some of the four-year schools, and (3) the HECB Master Plan which emphasizes the lower-division role of community colleges.

The HECB has estimated that the admissions standards at the four-year schools will result in 300-500 additional students going to community colleges. Cost increases in fall 1989 could result in another 300-500 students, for a total of 600-1,000 additional students statewide from this younger age group--a percentage increase of 1.5 to 2.5 percent. To estimate the impact by college, a 2 percent increase in the number of 17-19 year olds is projected beyond the number forecast by continuing current participation rates. These estimates by college are shown in Table 12. The total estimates for the system are 649 additional FTEs in 1989-90 and 986 in 1990-91.

The Workforce

With approximately 75 percent of the workforce of the year 2000 already working today, additional education and training will become increasingly important if this current workforce is to keep pace with changes in the workplace and remain employed. No longer is it true that, once trained, an individual remains employable for an entire lifetime. Changes in technology and restructuring of the economy both dictate continuing education beyond the initial training period.

The rate of change in job content has accelerated in the past 10 to 15 years and will increase further in the years ahead. As a result, the requirements for higher levels of reading, math, problem-solving, and communication skills have increased. With the shift away from a traditional manufacturing economy to a highly technical manufacturing base and a service economy, the types of jobs are also changing. Employment studies indicate that an employee may need to make basic work changes no less than seven times during a work lifetime.

Increasingly, more people are returning to the classroom after entry into the workforce for additional education to:

- Enhance their skills or knowledge, or both, for application in their current employment; or
- Acquire new or additional skills and/or knowledge which will enable them to prepare for a different job.

Retraining & Upgrading of Current Employees

A recent survey of community college students in Washington indicated that 33 percent of the respondents were attending college for one of the following reasons:

- Enhance current job (11 percent)
- Get a better job (19 percent)
- Keep up-to-date at work (3 percent)

Of the approximately 125,000 students attending community colleges, 41,100 are doing so now for the express purpose of improving or expanding their job skills. This figure represents 1.8 percent of Washington's workforce of approximately 2,250,000. The figure does not include the additional number of individuals who are enrolled in self-supported or contracted retraining or job advancement programs.

With increased emphasis on additional education and training for the current, maturing workforce, community colleges should realistically expect to serve at least 2.0 percent of these workers by 1992-93.

Over the next four years this figure would represent an increase of 3,900 individuals. Since the majority of these workers would be part-time students, the FTE projections are based on an estimate that three individual enrollments result in one FTE.

	1989-91	1991-93
Total Participants	43,050	45,000
Cumulative Change	1,950	3,900
Cumulative FTE	650	1,300

Dislocated Workers

As the state's economy changes from one based on manufacturing, agriculture and resource extraction to one focusing on service industries, technology-assisted manufacturing, and resource management, the workforce experiences job losses. Individuals who were not prepared for the shift in the workplace or were put out of work by foreign competition are among those who find themselves "dislocated."

Regardless of the type of dislocation, the fact remains that significant numbers of individuals in the state face the potential of losing their jobs. Many of these dislocated workers will need retraining and further education to prepare for a new job.

Projecting the number of dislocated workers in the future is an impure science. Estimates can be made based on the number of individuals who previously were "dislocated," but no exact projections for future biennia exist since plant closures, major layoffs and individual terminations cannot be predicted.

It is obvious, however, that community colleges will continue to play a significant role in the training and retraining needs of this segment of the workforce.

At least 20 percent of all dislocated workers require formal retraining to reenter the workforce. Of that amount, approximately 20 percent need to improve their abilities in reading, math, writing and communication skills before they can successfully retrain for a different job. For many dislocated workers, more than a year of education and retraining is necessary to bring their skills up to employment requirements.

Department of Employment Security staff estimate that between 40,000 and 50,000 workers will become dislocated during the next biennium. If the trend of the past few years continues, these dislocations will encompass a variety of industries throughout the entire state.

Examples of dislocations within the past few months are shown in the table below.

An estimated 4,220 individuals will be laid off from the N-reactor and related activities in the Tri-Cities by September 1989. That figure is projected to increase to 6,000 by 1990.

The pending layoffs at the Puget Sound Naval Shipyard could reach upwards of one-third of its workforce. Additionally, the next round of layoffs scheduled for Fort Lewis could affect at least 200 more individuals within the next year.

Some individuals are able to transfer rapidly to new jobs. Others will need assistance in retraining for a different occupation or in relocating employment. The Job Training Partnership Act (JTPA) assists some of these individuals with retraining costs.

Others qualify under the "Commissioner-Approved Training" clause while collecting unemployment insurance benefits. Still others may receive assistance from the Trade Readjustment Program. Because the amount of assistance available to support education and training costs is limited, 16 to 20 percent of dislocated workers can be expected to enroll in community colleges.

Location	Current Number Dislocated
Hanford	500
Paccar Defense Systems (Kent)	200
Shipbuilders (King County)	400
Service Industries (Spokane)	200
Civilian Support Personnel (Ft. Lewis)	300
Pulp Mill Workers (Port Angeles)	180 +
Cement Workers (Bellingham)	200

Enrollment Impact

Changes in the economy and workforce, and the role community colleges should play in retraining current and dislocated workers, will require vocational education enrollment beyond current participation rates.

An estimated 4,000 to 5,000 newly-dislocated workers are expected to enroll in community colleges during the coming biennium. At least 300 additional FTEs will be needed to accommodate the education and retraining needs of these workers.

Since specific dislocations are not known in advance, a reserve of 300 FTEs will be held and distributed by the State Board for Community College Education on the basis of specific proposals by community colleges serving areas experiencing layoffs.

To meet the educational needs of the current workforce, as described on page 7, an additional 650 FTEs are needed in each year of the 1989-90 biennium. Estimates for individual colleges are based on the size of the workforce in their service areas. These are shown in Table 12.

Ethnic Minorities

The participation rates of Black and Hispanic students in academic and vocational courses are lower than those for White, Asian, and Native American students (see Table 6).

Table 6

Washington Community Colleges Participation Rates in Academic and Vocational Courses Fall 1987

Ethnic Background	Participation Rates
White/Asian/Native American	2.9%
Blacks	2.7%
Hispanics	1.4%

Increasing the number of Blacks and Hispanics who enroll in and complete academic and vocational programs is a goal of the community colleges. Both enrollment and retention can be increased by strengthening the support programs for these minority groups. For districts serving areas with large Black or Hispanic populations, these efforts will result in enrollment growth beyond that associated with general population change.

There are five districts where gaps of 75 FTE-students or greater exist between the participation rates of Black and/or Hispanic students and other students. The gaps at the other colleges are 50 FTE-students or less. These are Seattle, Highline (Federal Way area), Yakima Valley, Columbia Basin (Tri-Cities) and Spokane. It is assumed that planned efforts will result in comparable participation rates by all ethnic groups over time. Table 7 shows the estimated impact on enrollment for the five districts most affected.

Table 7

Estimated Enrollment Impact of Achieving Comparable Participation Rates for Black and Hispanic Students

	Phased in FTE by Year (Cumulative)			
	1989-90	1990-91	1991-93	1993-95
Seattle District	55	135	326	589
Highline	10	25	60	109
Yakima	8	19	46	83
Columbia Basin	11	26	65	118
Spokane	6	14	37	62
Totals	90	219	534	961

These FTE numbers were calculated based on a headcount participation rate gap. Participation rates were based on college enrollments in academic and vocational courses compared to county population estimates by race.

The participation rate gap for Blacks and Hispanics was calculated separately. Once a headcount participation gap was calculated, it was translated to FTEs on the basis of the ratio of headcount to FTE from that race group. Because of reporting differences between the community college enrollment data and the census data, Hispanic enrollment data is assumed to be 20 percent underreported. Therefore, the "gap" for Hispanics was adjusted by 20 percent.

Immigrants

The Immigration Reform and Control Act (IRCA) encompasses two groups of applicants: Those people who have shown continual residence here prior to 1982 (Pre '82) and those who are seasonal agricultural workers (SAWs).

To qualify for permanent status, an applicant must have a clean criminal record and show minimal understanding of civics and English. In order to assist with acquiring this knowledge, the INS will disburse $500 per applicant per year to help defray educational costs. The vehicles for this knowledge will be mostly ABE and ESL classes. Community colleges are among the agencies (Educational Service Districts, community-based organizations, etc.) which will deliver such classes to applicants. Newly-released guidelines specify that a minimum of 60 hours of instruction should be completed by each applicant. They also specify that after 18 months on temporary status, applicants have a year to apply for permanent residency. Therefore, the impact on enrollment is anticipated over the next two and one-half years.

Immigrant Population Estimates

The State Hispanic Affairs Commission (HAC) estimates the total number of applicants in the state of Washington will be 27,677. Of this number, about 7,800 of the Pre '82 group will be over 18 years of age and about 20,000 will be seasonal agricultural workers over 18 years old. Using ratios and proportions based on applicant statistics, the HAC has made what they consider a conservative projection of the total number of applicants statewide who will qualify for temporary resident status.

Community College District Data

Estimates of applicants can be made from data available from counties. Presently, Yakima County accounts for 35 percent of the applicants in both categories. Using this assumption, an estimated 9,700 applicants age 18 and older can be identified for the Yakima area. Counties with 5 percent or more of the statewide applicants were included in estimating enrollment impact on individual community colleges. These are shown in Table 8.

Table 8

Estimates of Potential ABE/ESL Students as a Result of IRCA

County	Percentage of State Total	College	Estimated Applicants
Chelan	13%	Wenatchee	3,598
Douglas	5%	Wenatchee	1,383
Grant	6%	Big Bend	1,660
Franklin	7%	Columbia Basin	1,938
Benton	5%	Columbia Basin	1,383
Yakima	35%	Yakima Valley	9,687
King	5%	Seattle	1,383
Total			21,032

Thus, there will be about 21,000 potential ABE/ESL students (not FTEs) in these seven areas as a result of IRCA.

Enrollment Estimates

In estimating the enrollment impact on community colleges, two assumptions were made: (1) Only those colleges serving areas containing 5 percent or more of the statewide applicants will experience specific enrollment pressure from IRCA. These were identified in Table 8. (2) Only about one-fourth of the education required will be provided by community colleges, the remainder will be provided by community-based organizations. Thus, the specific enrollment impact from IRCA is assumed to result from an estimated 5,250 applicants seeking to fulfill their educational requirements in five of the community college districts.

An estimate of the FTE enrollment impact was based on the requirement for 60 hours of coursework. Sixty hours of coursework is six credits. For 5,250 students, this is a total of 31,500 credits, or 700 annual FTEs.

With two-and-a-half years allowed to fulfill the requirements, the majority of the enrollment impact will occur during the 1989-90 and 1990-91 academic years--an estimated 250 in 1989-90 and 350 in 1990-91. Table 9 shows the estimated FTE impact for the five community college districts affected.

Table 9

Estimated FTE Student Enrollment Resulting From IRCA

College	FTE-Students (Cumulative) 1989-90	1990-91
Wenatchee	59	83
Big Bend	20	28
Columbia Basin	39	55
Yakima Valley	115	161
Seattle	17	23
Totals	**250**	**350**

Family Independence Program (FIP)

The Family Independence Program (FIP) is intended to aid in breaking the "cycle of poverty," by providing needy families with opportunities for economic independence. In 1988 the state legislature established a five-year demonstration project within the framework of Title IV-A of the Social Security Act as an alternative to the current welfare programs including Aid for Families with Dependent Children, Food Stamps, and Medicaid. FIP beneficiaries, called enrollees, include both single parents and families with unemployed parents. The program will be voluntary until 1991 when it is to become mandatory.

The program gives enrollees the opportunity to enter the economic mainstream by providing them with financial incentives to participate in education, training and work programs. The program will be phased in at 18 pilot sites during the first three years.

FIP - Education and Training Activities

The Department of Social and Health Services (DSHS) and the Employment Security Department (ESD) are planning to provide education and training opportunities for enrollees when appropriate. Pursuant to an employability plan, FIP will emphasize efforts to prepare enrollees for long-term unsubsidized employment and economic independence. This will include opportunities for:

1. Basic education, such as completion of a general equivalency diploma, adult basic education, or English proficiency training.

2. Vocational education through on-the-job training or vocational training programs, provided by vocational technical institutes or

community colleges. Emphasis will likely be placed on short term training, (less than nine months); and

3. Higher education, including community college and four-year college degrees.

Enrollees will develop a self-sufficiency plan, which includes work, training or education activities. Receipt of a financial incentive by enrollees for education and training will be determined by the departments. It is anticipated by the FIP staff that a major portion of the FIP enrollees for education and training will enroll at community colleges, because of proximity and program availability.

FIP - Child Care

Community colleges will be affected by the child care provisions. Three elements are important:

1. Childcare benefits will be provided to FIP enrollees. FIP enrollees who attend community colleges are likely to utilize campus child care programs to a significant degree.

2. Education and training for FIP enrollees may include job preparation in child care certificate and degree programs.

3. Continuing education may be required for day care providers as a condition for maintaining their licenses as FIP providers.

FIP Impact on Community College Enrollment

Estimates of the FIP impact on community college enrollment have been developed in cooperation with the FIP staff. The enrollment estimates correspond directly with the FIP implementation plan which will be phased in over the next three years with statewide implementation completed by July 1, 1992.

FIP PILOT SITE SCHEDULE

Community Service Office	Community College District
July 1, 1988	
Spokane North	Spokane
Everett	Everett
Capitol Hill	Seattle
King Eastside	Bellevue
Pierce North	Tacoma
Port Angeles	Peninsula
Sunnyside	Yakima
Toppenish	Yakima
October 1, 1988	
Moses Lake	Big Bend
Goldendale	Clark
Burien	Highline
Spokane East	Spokane
Spokane S.W.	Spokane
Mt. Vernon	Skagit Valley
Smokey Point	Everett
Pierce West	Tacoma
Puyallup	Tacoma
Aberdeen	Grays Harbor
April/May 1989	
Six to ten sites to be named	

Washington community colleges are currently serving approximately 4,000 students who receive Aid to Families with Dependent Children (AFDC) or other welfare payments (based on a survey of current students). As DSHS moves from AFDC to FIP, current welfare recipients will become FIP participants. Since these students are already enrolled, this change will have no impact on community college enrollments. However, additional FIP enrollments are eventually expected to exceed the current level. Approximately 8,000 FIP participants are expected to be enrolled in the community college system by 1995. This is 4,000 more than are currently enrolled.

Estimating the short-range enrollment impact of FIP, it is anticipated that there will be no new students in the first year (the 1988-89 school year). It is expected that about 300 new FIP participants will enroll in the 1989-90 academic year. In 1990-91 it is expected that 725 new participants will enroll. Current welfare students enroll for an average of 12 credits per quarter. This was used to estimate the FTE impact of new participants, yielding estimates of 251 FTE students for 1989-90 and 581 FTEs for 1990-91. The 1988 AFDC participation by region was used to estimate what percentage of these overall projections would be served by affected community colleges. The estimates by college are shown in Table 12.

High Demand Areas

Some geographic areas in Washington have substantially below-average participation in community college education. Many of these have fallen behind because of rapid population growth during an era when enrollment has been capped.

The intent is to increase participation in those areas with low-access levels when it has been demonstrated that students who want to enroll are not being served by a community college or other institutions.

Four underserved areas have been identified: Bellevue, Whatcom, South Puget Sound, and Peninsula (Port Angeles). All four of these colleges have service levels well below the state average of 2.5, and have been turning students away because of closed classes. Phasing-in increases over the next four years would have an impact on service levels and enrollment as shown below:

Enrollment Forecast Summary

Table 12 on the following page summarizes the estimated impact of the three enrollment objectives for 1989-90 and 1990-91.

Table 11

ESTIMATED ENROLLMENT IMPACT OF INCREASED SERVICE IN HIGH DEMAND AREAS

		1989-90		1990-91		1991-92		1992-93	
College	Current Svc. Level	Cumul. Enroll. Incr.	Svc. Level	Cumul. Enroll. Incr.	Svc. Level	Cumul. Enroll. Incr.	Svc. Level	Cumul. Enroll. Incr.	Svc. Level
Bellevue	1.6	200	1.7	400	1.7	800	1.9	1,200	2.0
Whatcom	1.1	50	1.3	100	1.3	150	1.3	250	1.5
So. Puget Sound	1.9	50	2.0	95	2.0				
Peninsula	1.9	10	2.0	10	2.0				
Totals		**310**		**605**		**950**		**1,450**	

Table 12

Washington Community College System
Estimated Impact of Enrollment Objectives
1989-91 Biennium

Community College	Population Change 1989-1990	Population Change 1990-1991	Changes Affecting Community Colleges: More HS Srs. Cont. 1989-1990	More HS Srs. Cont. 1990-1991	Workforce Retrng. & Upgrade 1989-1990	Workforce Retrng. & Upgrade 1990-1991	Ethnic Minorities 1989-1990	Ethnic Minorities 1990-1991	Immigrants 1989-1990	Immigrants 1990-1991	FIP Partic. 1989-1990	FIP Partic. 1990-1991	High Demand Areas 1989-1990	High Demand Areas 1990-1991	Total Increase 1989-1990	Total Increase 1990-1991	Biennial Change 1987-89-1989-91	Current Alloc. 1987-1989	Est. Alloc. 1989-1991
Peninsula	80	80	6	9	8	8					4	28	10	10	108	135	122	1,007	1,129
Grays Harbor	4	0	4	10	10	10					17	21			35	41	38	1,232	1,270
Olympic	223	184	22	33	16	16									261	233	247	3,271	3,518
Skagit Valley	202	214	18	28	15	15					4	23			239	280	260	2,536	2,796
Everett	73	82	22	34	20	20					24	17			139	153	146	3,578	3,724
Seattle Dist.	0	0	50	74	48	48	55	135	17	23	17	21			187	301	244	11,384	11,628
Shoreline	76	46	45	68	21	21									142	135	139	4,323	4,462
Bellevue	271	289	42	65	32	32					16	23	200	400	561	809	685	4,053	4,738
Highline	179	50	39	61	25	25	10	25			16	23			269	184	227	4,537	4,764
Green River	154	153	39	61	21	21									214	235	225	3,725	3,950
Pierce	134	100	34	51	32	32					27	34			227	217	222	3,997	4,219
Centralia	53	26	15	23	9	9									77	58	68	1,700	1,768
Lower Columbia	50	19	17	26	9	9									76	54	65	2,100	2,165
Clark	285	230	36	54	29	29					11	14			361	327	344	4,485	4,829
Wenatchee Valley	31	2	17	26	18	18			59	83					125	129	127	1,720	1,847
Yakima Valley	97	27	27	40	35	35	8	19	115	161	28	35			310	317	314	2,765	3,079
Spokane Dist.	123	50	80	123	32	32	6	14			37	93			278	312	295	11,292	11,587
Big Bend	42	35	13	18	11	11			20	28	23	16			109	108	109	1,122	1,231
Columbia Basin	0	0	34	47	170	170	11	26	39	55					254	298	276	3,344	3,620
Walla Walla	53	86	20	30	9	9									82	125	104	2,171	2,275
Whatcom	128	88	6	9	14	14							50	100	198	211	205	996	1,201
Tacoma	122	54	22	35	21	21					27	33			192	143	168	3,156	3,324
Edmonds	330	295	30	44	30	30									390	369	380	2,993	3,373
So. Puget Sound	235	203	11	17	15	15							50	95	311	330	321	1,813	2,134
Subtotal	2,945	2,313	649	986	650	650	90	219	250	350	251	381	310	605	5,145	5,504	5,331	83,300	88,631
Undesignated					300	300						200			300	500	400	0	400
Totals	**2,945**	**2,313**	**649**	**986**	**950**	**950**	**90**	**219**	**250**	**350**	**251**	**581**	**310**	**605**	**5,445**	**6,004**	**5,731**	**83,300**	**89,031**

NOTE: The second year of the biennium (1990-91) includes carryforward of first-year increases plus increases in second year, except for population change.

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